



# **Annual Performance Report for**

# **IDEA-Part B**

Grant Year: July 1, 2002 through June 30, 2003

Submitted to
Office of Special Education Programs
U.S. Department of Education
March 31, 2004

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Children, Family, and Community Services
Grimes State Office Building
Des Moines, IA 50319-0146



# STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR SALLY J. PEDERSON, LT. GOVERNOR DEPARTMENT OF EDUCATION TED STILWILL, DIRECTOR

March 31, 2004

Ms. Stephanie Lee, Director Office of Special Education Programs 330 "C" Street SW Switzer Building-Room 3086 Washington, DC 20202

### Dear Director Lee:

Attached please find Iowa's Annual Performance Report for Part B of the Individuals With Disabilities Education Act (Part B) for Grant Year July 1, 2002 through June 30, 2003. The Annual Performance Report consists of the Table, support Attachments 1, 2, 3, and two additional documents contained in the Appendix.

As requested by your office, the time required to complete this information collection (including the time to review instructions, search existing sources of data and gather data needed, and complete and review the finalized information collection) is estimated to be 1,120 hours.

Sincerely,

Lana K. Michelson, Chief

Iowa Department of Education

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# **IOWA**

# Annual Performance Report for

# **IDEA-Part B**

Grant Year: July 1, 2002 through June 30, 2003

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### Introduction

### **Iowa's Education Infrastructure:**

Iowa's educational system is defined by the strong working relationship between the local school districts and area education agencies. Local districts provide the instructional program and area education agencies provide support services.

Districts define how services will be organized and provided as they ensure a free appropriate public education in the least restrictive environment. Districts can determine special education teacher caseloads (teacher-pupil ratios) of programs and establish procedures to resolve conflicts about caseloads.

Local districts define the general education curriculum addressed in each student's individualized education plan. In addition, the districts have administrative control of the local special education programs including the manner in which special education instructional services are provided. This ownership acknowledges the special education programs as an integral component of the local school districts' school reform efforts. The ownership also promotes local accountability for student participation in assessments and the establishment of school district goals for needed improvement. This ownership, in turn, will ultimately lead to greater achievement of students with disabilities.

Area education agencies (AEAs) were created in order to provide equity in the provision of programs and services across counties or merged areas. One key difference between Iowa's AEA system and intermediate units in other states is that Iowa's AEAs are mandatory. It is also mandatory that each local school district is assigned to an area education agency that will provide the services the school district needs. This is the only system in the country that has this tightly structured system. The AEAs carry special education compliance responsibilities and the charge to provide the services needed by the local school districts. Their primary role is provision of special education support services to individuals under the age of 21 years requiring special education and related services, media services to all children through grade 12, and other educational services to pupils and education staff. The AEAs define the system used to locate and identify students suspected of having disabilities and provide the personnel to conduct evaluation activities in collaboration with LEAs.

In 1974 Iowa established 15 area education agencies. Effective July 1, 2003, five AEAs merged reducing the total number of AEAs to 15.

# Cluster Area B-I: General Supervision

### **State Goal:**

Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the SEA utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

### **Performance Indicators:**

- 1. General supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the Department of Education, identify and correct IDEA noncompliance in a timely manner.
- 2. Systemic issues are identified and remediated through the analysis of findings from information and data collection from all available sources, including monitoring, complaint investigations, and hearing resolutions.
- 3. Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.
- 4. There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.
- 5. State procedures and practices ensure collection and reporting of accurate and timely data.

1. General supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

### **Complaints, Mediations and Hearings:**

In a 2003 U. S. GAO publication (*Special Education Numbers of Formal Disputes are Generally Low*) is the statement: "We met with SEA officials in Iowa because the state was identified by experts in the area for having innovative strategies in alternative dispute resolution." These innovations have served the state well. When examining the number of hearings, mediations, and formal written complaints per 10,000 special education students, Iowa had the lowest ratio in the nation (Schrag, 2002).

### **Attachment 1:**

1a Formal Complaints						
Year:	July 1, 2000 to	July 1, 2001 to	July 1, 2002 to			
	June 30, 2001	June 30, 2002	June 30, 2003			
Number of Complaints:	7	6	5			
Number of Complaints with	1	1	2			
Findings:						
Number of Complaints with No	2	3	0			
Findings:						
Number of Complaints not	4	2	3			
Investigated – Withdrawn or No						
Jurisdiction:						
Number of Complaints	7	6	4			
Completed/Addressed within						
Timelines:						
Number of Complaints Pending as	0	0	0			
of 6/30:						

1b Mediations						
Year:	July 1, 2000 to	July 1, 2001 to	July 1, 2002 to			
	June 30, 2001	June 30, 2002	June 30, 2003			
Number of Mediations:						
Not Related to Hearing Requests:	21	20	33			
Related to Hearing Request:	0	4	5			
Number of Mediation Agreements:						
Not Related to Hearing Requests:	21	20	31			
Related to Hearing Requests:	0	4	5			
Number of Mediations Pending as of	0	0	0			
6/30:						

1c Due Process Hearings					
Year:	July 1, 2000 to	July 1, 2001 to	July 1, 2002 to		
	June 30, 2001	June 30, 2002	June 30, 2003		
Number of Hearings Requested:	10	16	16		
Number of Hearings Held:	3	2	3		
Number of Decisions Issued after	1	0	0		
Timelines and Extension Expired:					
Number of Hearings Pending as of	0	0	1		
6/30:					

July 1, 1989 through June 30, 2003														
	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Hearings Requested	18	19*	32	25	31	30	23	12*	17**	7	11	10	16** *	16
Hearings Held	7	3	6	5	5	6	4	2	2	3**	3	4	3	3
Mediations Held prior to Hearing	8	12	13	8	7	21	5	5	7	1	3	0	4	5
Preappeals Filed	13	8	8	7	5	12	30	34	36	34	55	34	37	58
Preappeals Held	7	8	1	4	1	10	18	22	13	20	34	21	20	33
<b>Complaints Filed</b>	39	29	14	10	13	12	2	2	2	9	4	7	6	5
<b>Complaints Investigated</b>								1	1	8	3	3	4	2

\*ALJ ruled one not hearable issue

\*\* One motion for summary judgement rendered without hearing

\*\*\* ALJ dismissed one due to lack of jurisdiction

(2002-2003) We had 3 preappeals that met more than once, with a total of 4 additional days.

The number of formal complaints and due process hearings has decreased over the past 10 years while the number of students on IEPs has increased.

Further information can be found in (1) Appendix A: A Report on Special Education Due Process Hearings in Iowa July 1, 1989 – June 30, 2001 (September 2003) and (2) Appendix B: Iowa's Special Education Preappeal Conference for Conflict Resolution, July 1, 1998—June 30, 2000, Frequency Distribution of Student Demographics, Issues, and Outcomes.

### **Monitoring:**

Iowa first implemented its Focused Monitoring Process in 2000. It was realigned in 2002 utilizing a continuous improvement process that focuses on compliance and student results. Six enduring concepts were identified and provide an organizational framework for the process. The concepts include parent and student participation, educational

interventions, appropriate services in the least restrictive environment, transition, system supports and student results.

Implemented over a five-year cycle, special education monitoring activities are integrated into Iowa's general school improvement process. Approximately 20% of Iowa's LEAs, AEAs and other agencies are reviewed annually.

The data sources used to inform the site visit process include district data, Key Performance Indicators (represent state data on OSEP indicators compared to the AEA), and self-assessments. The self-assessments are completed by district staff including the superintendent, principal, general education teachers, special education teachers, and the general education intervention team. Record and file reviews are also included, as well as a survey of the AEA team serving the district. During 2002-03 an electronic data collection and analysis system was established to provide access to the data in a more efficient manner.

During the site visit, data are verified through the use of multiple sources that inform each district of its areas of strength, areas in need of improvement and areas of noncompliance. This information is reported back to the district with any areas of noncompliance to be addressed in the specified timelines based on Iowa Rules and Regulations found in Chapter 12.

### Targets (for 7/1/02-6/30/03)

### **Complaints, Mediations and Hearings:**

Maintain effective instruments and procedures used by the Department of Education.

### **Monitoring:**

Implement a statewide system of special education focused monitoring to be integrated within the general school improvement process.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

### **Complaints, Mediations and Hearings:**

Mediation has been available in Iowa since 1976, making Iowa the third state in the nation to offer this option. Another form of alternate dispute resolution available in Iowa is the preappeal conference, instituted around 1987 as a pilot project to encourage early resolution of disputes by offering a mediation process prior to any party requesting a hearing. Yet another option for dispute resolution is the Resolution Facilitator process, a form of mediation available through the area education agencies. This was instituted in March 2000.

The state of Iowa is committed to having procedures in place so that disputes or differences are addressed at the earliest and most informal level. These procedures will be maintained.

### **Monitoring:**

The special education focused monitoring process was integrated into all 69 school improvement visits that were conducted during the 2002-03 school year. Each school district received a summary report that included identified areas of strength, areas of improvement and areas of noncompliance. Local education agencies and area education agencies worked together to meet timelines and implement corrective action plans to address areas of noncompliance.

The electronic data collection system that was piloted proved cumbersome and an ineffective way to access and analyze the data from the self-assessments.

### **Projected Targets (for 7/1/03-6/30/04)**

### **Complaints, Mediations and Hearings:**

Maintain effective instruments and procedures used by the Department of Education.

### **Monitoring:**

Improve the statewide system of special education focused monitoring within the general school improvement process.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

### **Complaints, Mediations and Hearings:**

Maintain procedures, strategies, resources, and staff time so that disputes, differences, and conflicts can be resolved at the lowest level possible and meet all of the federal requirements of IDEA.

### **Monitoring:**

An Implementation Manual for Iowa's Focused Special Education Monitoring Process will be developed and disseminated. Parent surveys will be developed and piloted and integrated into the self-assessment process. A web-based system of data collection will be developed and used which will allow for analysis and feedback focusing on the six enduring concepts. An in-depth data analysis process will be further developed to "drill down" to identify issues of noncompliance and areas of improvement for student results.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

### **Complaints, Mediations and Hearings:**

The primary resources include: state staff, mediators, administrative law judges, training provided by the Conflict Resolution Center of Iowa and the integrated data system. These resources are ongoing.

### **Monitoring:**

The Department of Education and the Statewide Monitoring Committee will facilitate future activities as identified above. Membership of this committee includes state staff assigned to oversee the monitoring process and a representative from each of the 12 area education agencies in the state. Other resources that will be used include GLARRC and the National Monitoring Center directed by Alan Coulter.

An Implementation Manual for Iowa's Focused Special Education Monitoring Process will be developed and disseminated by January 2004. Parent surveys will be developed and piloted and integrated into the self-assessment process by December 2004. A student survey will be developed and piloted as part of the self-assessment process in January 2004. The web-based system of data collection will be developed by December 2004. An in-depth data analysis process will be further developed by June 2004 to "drill down" to identify issues of noncompliance and areas of improvement for student results.

2. Systemic issues are identified and remediated through the analysis of findings from information and data collection from all available sources, including monitoring, complaint investigations, and hearing resolutions.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

### **Complaints and Hearings:**

Because there are so few complaints and hearings, it is not possible to ascertain trends. The data are carefully examined but we know caution has to be exercised with such small numbers.

In A Report on Special Education Due Process Hearings in Iowa July 1, 1989 – June 30, 2001 (September 2003), an analysis of due process hearings in Iowa was provided and disseminated. The analysis consisted of over 40 ways of examining the data (e.g., prevailing party by issues, administrative law judges (ALJs), number of attorneys, length of hearing, student characteristics, issues named, and appeals to higher court).

Another document, not formally disseminated, was also written and used in Iowa's Self-Assessment: *Iowa's Special Education Preappeal Conference for Conflict Resolution*, *July 1, 1998—June 30, 2000, Frequency Distribution of Student Demographics, Issues, and Outcomes*). This document dissected the data about 45 ways in an attempt to offer an analysis of the areas where better communication, procedures, or training was needed. In addition, the author of this document wrote her dissertation on the preappeal conference and her findings were shared with the ALJs, mediators, department staff, attendees of a department-sponsored day, "Improving the Preappeal/Mediation Process," as well as other conferences and meetings.

### **Monitoring:**

Systemic issues are being identified through the convergence of data in the focused monitoring process.

An analysis of final site visit reports from the 2001-02 and 2002-03 school years has been completed. There were 77 School Improvement visits during 2001-02, with 46 (60%) having no special education citations found during the on-site visits. Of the remaining 31 schools, a total of 144 citations were found during the visits.

During 2002-03, there were 69 School Improvement visits, with 46 (67%) having no special education citations found during the on-site visits. Of the remaining 23 schools, a total of 62 citations were found during the visits.

The following chart shows the special education noncompliance issues that were identified as a result of the on-site visits. These noncompliance issues were reported to the school district in the final site visit report following the on-site comprehensive school improvement visit. Local education agencies are required to develop an action plan with timelines to address noncompliance issues. The noncompliance issues are categorized based on the six enduring concepts that have been identified in the special education focused monitoring process.

Category	# of citations 01-02	# of citations 02-03
System Supports		
• Licensure (12.4)	13	4
• Board policy and procedures (41.12, 41.96)	44	16
• Funding (41.18(3) c)	2	2
• Educational Records Access (41.3, 41.60)	12	3
• Identification (41.47-41.57, 12.5(9))	7	5
• SPED Plan (41.84(3))	4	0
Appropriate Services in the LRE		
District Wide Assessment	2	0
• IEP (41.67)	19	10
• LRE (41.37 – 41.42)	15	7
Access to services (Section 504)	4	3
Parent and Student Participation		
• Participation (41.62 - 41.64)	11	9
<b>Educational Interventions</b>		
• General Education Interventions (41.70(3),	5	1
41.84(2)a(1)		
Student Results		
	0	0
Transition		
• Transition Services (41.67(2))	6	2
Total	144	62

Source: 2001-02, 2002-03 LEA Site Visit Final Reports

### Targets (for 7/1/02-6/30/03)

### **Complaints and Hearings:**

Maintain low rate of complaints and hearings. Maintain complaint and hearing data to help identify systemic issues.

### **Monitoring:**

Improve the focused monitoring system to better analyze systemic issues.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

### **Complaints and Hearings:**

Because there are so few complaints and hearings, it is not possible to ascertain trends. The data are carefully examined but we know caution has to be exercised with such small numbers. Numbers are low because of the state emphasis on resolving differences at the earliest and most informal level, e.g., six dispute resolution trainings are available at no cost to area education agencies and local education agencies, quarterly inservices are held for administrative law judges and mediators, evaluations and follow-up surveys are completed following preappeals/mediations, the Parent-Educator Connection assists all parties, and collaborative relationships are fostered with numerous constituencies.

### **Monitoring:**

An analysis of the results shows a decline in the number of citations identified on the site visits from 2001-02 to 2002-03. Because special education has been integrated into the larger school improvement process, special education issues can be addressed in a more systemic manner. The integrated process has more clearly defined procedures and has a mechanism in place for follow-up. During 2002, a statewide IEP form was adopted and IEP training was conducted throughout the state. As a result, there was a drop in the number of citations related to the IEP.

### **Projected Targets (for 7/1/03-6/30/04)**

### **Complaints and Hearings:**

Maintain low rate of complaints and hearings. Maintain complaint and hearing data to help identify systemic issues.

### **Monitoring:**

Effectively use data to identify system strengths and weaknesses in the school improvement process, prior to the visit, during the site visit and following the visit.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

### **Complaints and Hearings:**

Review and analyze all pertinent data pertaining to complaints and hearings. For example, the hearing data allow for over 40 ways of examining and analyzing the data, such as prevailing party, administrative law judges, number of attorneys, length of hearing, student characteristics, issues named, and appeals to higher court.

### **Monitoring:**

The self-assessment protocols will be reviewed and aligned with the enduring concepts. Data will be analyzed from parent surveys and this information will be included in reports to districts. A student survey will be developed and piloted as part of the self-assessment process. The process of identifying the "drill down" questions for each site visit will be reviewed and refined. A database will be created for tracking corrective action plans to address identified areas of citations and the implementation of plans according to identified timelines.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

### **Complaints and Hearings:**

The primary resources include: SEA staff, administrative law judges, and the integrated data system. These resources are ongoing.

### **Monitoring:**

The Department of Education and the Statewide Monitoring Committee will facilitate future activities as identified above. Membership of this committee includes state staff assigned to oversee the monitoring process and a representative from each of the 12 area education agencies in the state. GLARRC and the National Monitoring Center, directed by Alan Coulter will be resources used. The integration and alignment of special education monitoring within the context of the continuous school improvement process in the state of Iowa will be done in collaboration with the Bureau of School Improvement consultants. A consultant from the Bureau of Children, Family and Community Services serves on the cross-bureau LEA work team to ensure the integration of special education into the school improvement process that is being developed in the state of Iowa.

Data from the parent surveys will be included in all reports generated for the 04-05 site visits. The student survey will be developed and piloted by May 2004. The self-assessment protocols will be reviewed and aligned, the "drill down" question process and the database for tracking corrective action plans will be completed by June 2004.

3. Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

### **Complaint Investigations:**

The area education agency Special Education Director is responsible for investigating the first round of the investigation. The timeline is provided to the director and this is monitored by the department. All corrective action plans have timelines. The department tracks these timelines.

During the 2000-01, 2001-02, and 2002-03 timeframes, nine complaints were investigated. All met the deadline with the exception of one complaint (by 18 calendar days). Part of the delay was due to the local education agency and area education agency being closed for winter break. (An extension may have been provided by the administrator of the process but the extension was not formally reflected in the record.)

### **Preappeals/Mediations:**

When extensive data were analyzed for the preappeals for two years (1998-99, 1999-00), it was noted the average preappeal lasted 2.8 hours. In 2002-03 the average preappeal lasted 2.35 hours. Of the 29 preappeals both filed and held during 2002-03 (as opposed to all of those held) the average length of time from the time the request came in and from the time the preappeal was held, was 40 calendar days. If the "unusual" cases that had unique circumstances concerning scheduling were set aside, the process took 28 calendar days. The reasons for unique circumstances pertained to breaks and holidays, waiting for an IEP meeting to be held, evaluation results to be returned, or other various reasons voiced by the parties. The request was never delayed because of scheduling conflicts of the state-provided mediator.

The procedures ensure that all mediations are held prior to the date of the scheduled hearing.

### **Due Process Hearings:**

All three hearings in 2002-03 took one day each.

During the 2000-01, 2001-02, and 2002-03 timeframes, eight hearings were held. Only one hearing (2000-01) extended past the deadline (by six days). For the three hearings held during 2002-03 from the time the hearing was filed, on average, the hearing was held within 37 calendar days. The time from when the three hearings were filed until the

three decisions were rendered by the administrative law judges averaged 44 calendar days.

The state continuously stresses to the administrative law judges the importance of their adhering to and assuming responsibility for the 45 day time period unless there is a continuance. Even then, there should be no lapses in time that are not covered by a continuance.

### Targets (for 7/1/02-6/30/03)

Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

Historically, Iowa has completed complaint investigations in a timely manner.

### **Projected Targets (for 7/1/03-6/30/04)**

Maintain a system of complaint investigations, mediations, and due process hearings and reviews that are completed in a timely manner.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

The state of Iowa is committed to having procedures, strategies, resources, and staff time in place so that disputes, differences, and conflicts can be resolved at the lowest level possible and meet all of the federal requirements of IDEA.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

The primary resources include: state staff, mediators, ALJs, and the integrated data system. These resources are ongoing.

4. There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

# Systems Level Programs Contributing to Iowa's Personnel Baseline and Trend Data:

Iowa's success in maintaining sufficient numbers of administrators, teachers, related service providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State is supported through a number of systems level programs. Among those supports is Iowa's requirement that all teachers be licensed in order to be employed in Iowa schools. As a result of that mandate, Iowa meets the highly qualified personnel standards of NCLB. Additional system supports include Iowa's Teacher Quality Act, a web-based teacher recruitment site entitled Teach Iowa, legislation requiring competency-based teacher licensure, and Iowa's participation in the Council of Chief State School Officers sponsored Center for Teacher Quality.

Tables 1 through 5 reflect personnel data from 1998 through 2003. As the tables indicate, all special education personnel in Iowa are fully certified in that they all must have a license in order to be employed in Iowa schools. Also, as the tables indicate, Iowa distinguishes between fully certified educators and fully certified educators with a Class C endorsement. Class C endorsements are issued to those educators who are licensed and have completed a minimum of 50 percent of their endorsement credits.

**Table 1: Special Education Administrators In Iowa (FTEs)** 

Years	Certified	Certified with a	Total
		Class C	
		Endorsement	
1998-1999	152.81	6	158.81
1999-2000	147.05	6	153.05
2000-2001	139	5	144
2001-2002	181.69	3	184.69
2002-2003	147.63	8	155.63

Source: Iowa Department of Education for 2004 APR

**Table 2: Special Education Teachers for Children Ages 3 to 5 (FTE)** 

Years	# SPED Teachers for 3 to 5	# and % of SPED teachers Certified with Class C Endorsements for 3 to 5	Total
1998-1999	372.95	17 (4.3%)	389.96
1999-2000	415.13	25 (6 %)	440.13
2000-2001	383	19 (4.7 %)	402.17
2001-2002	365.21	13 (3.4%)	378.21
2002-2003	353.89	18 (4.8%)	371.89

Table 3: Special Education Teachers for Children Ages 6 to 21 (FTE)

Years	# SPED	# and % of SPED teachers	Total
	Teachers	Certified with Class C	
		Endorsement	
1998-1999	4535.03	603 (11.73% of SPED teachers)	5138.03
1999-2000	4753.18	635 (11.78% of SPED teachers)	5388.18
2000-2001	4759.71	613 (11.40% of SPED teachers)	5372.71
2001-2002	4908.14	543 (9.96% of SPED teachers)	5451.14
2002-2003	5144.77	345 (6.70% of SPED teachers)	5489.77

Source: Iowa Department of Education for 2004 APR

Table 4a: Related Services Providers Serving Ages 3 to 21 (FTE)-1998-1999

		1999-2000				
	EMPLOYED Certified	EMPLOYED Certified with Class C	TOTAL			
		Endorsement				
Vocational Education	20.92	0	20.92			
Physical Education	23.82	0	23.82			
Work Study	54.67	4	58.67			
Psychologists	302.41	23	325.41			
Social Workers	202.97	0	202.97			
Occupational Therapists	73.52	0	73.52			
Audiologists	51.07	0	51.07			
Recreation and Therapeutic Staff	5	0	5			
Diagnostic and Evaluation Staff	3.6	0	3.6			
Physical Therapists	36.6	0	36.6			
Counselors	12	0	12			
Speech Pathologists	471.5	9	480.5			
Interpreters	137	0	137			
Rehabilitation Counselors	0	0	0			
Other professional Staff	470.67	26	496.67			

Source: Iowa Department of Education for 2004 APR

Table 4b: Related Services Providers Serving Ages 3 to 21 (FTE)-1999-2000

		1999-2000				
	EMPLOYED	EMPLOYED				
	Certified	Certified with Class C	TOTAL			
		Endorsement				
Vocational Education	10.82	0	10.82			
Physical Education	14.82	0	14.82			
Work Study	47.46	5	52.46			
Psychologists	325.85	18	343.85			
Social Workers	229.9	0	229.9			
Occupational Therapists	46.66	0	46.66			
Audiologists	53.58	0	53.58			
Recreation and Therapeutic Staff	9	0	9			
Diagnostic and Evaluation Staff	3.6	0	3.6			
Physical Therapists	31.79	0	31.79			
Counselors	12	0	12			
Speech Pathologists	500.24	5	505.24			
Interpreters	145	0	145			
Rehabilitation Counselors	0	0	0			
Other professional Staff	494.41	18	512.41			

Table 4c: Related Services Providers Serving Ages 3 to 21 (FTE)-2000-2001

	2000-2001				
	EMPLOYED	EMPLOYED			
	Certified	Certified with Class C	TOTAL		
		Endorsement			
Vocational Education	13	0	13		
Physical Education	9.02	0	9.02		
Work Study	46.18	3	49.18		
Psychologists	328.44	0	328.44		
Social Workers	251.15	0	251.15		
Occupational Therapists	75.55	0	75.55		
Audiologists	54.81	0	54.81		
Recreation and Therapeutic Staff	9	0	9		
Diagnostic and Evaluation Staff	2	0	2		
Physical Therapists	50.25	0	50.25		
Counselors	12.3	0	12.3		
Speech Pathologists	516.71	14	530.71		
Interpreters	124.55	0	124.55		
Rehabilitation Counselors	0	0	0		
Other professional Staff	576.12	22	598.12		

Source: Iowa Department of Education for 2004 APR

Table 4d: Related Services Providers Serving Ages 3 to 21 (FTE)-2001-2002

	2001-2002					
	<b>EMPLOYED</b>	EMPLOYED				
	Certified	Certified with Class C	TOTAL			
		Endorsement				
Vocational Education	11.24	0	11.24			
Physical Education	17	0	17			
Work Study	42.29	1	43.29			
Psychologists	298.18	31	329.18			
Social Workers	248.6	0	248.6			
Occupational Therapists	79.61	0	79.61			
Audiologists	57.79	0	57.79			
Recreation and Therapeutic Staff	8	0	8			
Diagnostic and Evaluation Staff	4.1	0	4.1			
Physical Therapists	47.83	0	47.83			
Counselors	9.92	0	9.92			
Speech Pathologists	525.93	6	531.93			
Interpreters	145	0	145			
Rehabilitation Counselors	0		0			
Other professional Staff	548.12	23	571.12			

Table 4e: Related Services Providers Serving Ages 3 to 21 (FTE)-2002-2003

	2001-2002				
	EMPLOYED Certified	EMPLOYED Certified with Class C	TOTAL		
Vocational Education	11.24	Endorsement ()	11.24		
		0			
Physical Education	14.96	0	17		
Work Study	1.54	1	43.29		
Psychologists	305.26	31	329.18		
Social Workers	243.05	0	248.6		
Occupational Therapists	81.86	0	79.61		
Audiologists	55.71	0	57.79		
Recreation and Therapeutic Staff	5.5	0	8		
Diagnostic and Evaluation Staff	8	0	4.1		
Physical Therapists	51.64	0	47.83		
Counselors	9.92	0	9.92		
Speech Pathologists	524.81	6	531.93		
Interpreters	168.	0	145		
Rehabilitation Counselors	0	0	0		
Other professional Staff	422.01	135	557.01		

Source: Iowa Department of Education for APR

**Table 5: Special Education Paraprofessionals in Iowa (FTE)** 

Years	Numbers (FTE)
1998-1999	3876.32
1999-2000	4483.23
2000-2001	4999.98
2001 - 2002	5643.5
2002 - 2003	5935.69

#### **Natural Allies:**

Iowa is one of eight states working with the Frank Porter Graham Child Development Center, UNC, Chapel Hill, NC on *Natural Allies: Working with Community Colleges to Prepare Personnel to Provide Quality Services for All Young Children in Natural Environments*. The Natural Allies project develops, implements, evaluates, and disseminates a model that will yield change and improvement in community college coursework and practical experiences related to serving young children with disabilities in inclusive settings.

### Targets (for 7/1/02-6/30/03)

Maintain an adequate supply of fully certified educators for Iowa special education needs.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

# Systems Level Programs Contributing to Iowa's Personnel Baseline and Trend Data:

Iowa was able to maintain an adequate supply of fully certified educators for special education needs as a result of the state law that requires all educators to be licensed to serve in Iowa schools. In addition, Iowa has worked to decrease the number of Class C endorsements (fully certified, but not fully endorsed) through such system supports as Iowa's Teacher Quality Act, a web-based teacher recruitment site entitled Teach Iowa, legislation requiring competency-based teacher licensure, and Iowa's participation in the Council of Chief State School Officers sponsored Center for Teacher Quality. Through its State Improvement Grant, Iowa also supported and coordinated the Multicategorical Resource-Regents Endorsement Initiative that assists Class C multicategorical resource teachers to move into full endorsement through tuition support, needed coursework provided by partnering universities, and a counselor/advisor for all participants.

#### **Natural Allies:**

The Natural Allies state team met and has developed a strategic plan. The team was composed of community colleges, state and regional agencies, and parents.

### **Projected Targets (for 7/1/03-6/30/04)**

Maintain an adequate supply of fully certified educators for Iowa special education needs.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

# Systems Level Programs Contributing to Iowa's Personnel Baseline and Trend Data:

Iowa will retain the legislative requirement that all teachers be licensed in order to serve in Iowa schools.

The current initiative to assist Class C multicategorical resource teachers (fully certified but not fully endorsed) to achieve full endorsement status will be expanded and revised to reflect Iowa's new Strategist I licensure system and to include more partnering colleges and a larger geographical area.

Iowa is preparing to launch a recruitment and retention study to examine the staffing trends of special education teachers. The study will download data from Iowa's Basic Educational Data Survey system in which each teacher has an identification number. The numbers will be tracked from year to year to determine retention and recruitment rates. Analysis of the data will include quantitative (numbers) and qualitative (causes) features.

To consider paraprofessional needs, the Iowa Department of Education will work with the Board of Educational Examiners to develop a system for tracking paraprofessionals who acquire the voluntary state paraeducator credential and who serve in special education roles.

#### **Natural Allies:**

A regional workshop providing training to communities will be conducted.

An evaluation design for the strategic plan will be developed.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

# Systems Level Programs Contributing to Iowa's Personnel Baseline and Trend Data:

Resources needed for Iowa to retain the legislative requirement that all teachers be licensed in order to serve in Iowa schools include ongoing support from legislators, school districts, professional associations, the Board of Educational Examiners and other key partners.

Iowa has begun the work on revising the current initiative to assist Class C multicategorical resource teachers (fully certified but not fully endorsed) to achieve full endorsement status. The revised program, entitled Strategist I Network, will reflect the new Strategist I licensure system and include more partnering colleges and meet the needs of a larger geographical area. Resources to be utilized include funding from Iowa's State Improvement Grant and support from partnering higher education institutions, the Board of Educational Examiners, and other key stakeholders. The Strategist I Network will be launched in August of 2004.

Design plans for a recruitment and retention study to examine the staffing trends of special education teachers are finalized. The study will download data from Iowa's Basic Educational Data Survey system in which each teacher has an identification number. The numbers will be tracked from year to year to determine retention and recruitment rates. Analysis of the data will include quantitative (numbers) and qualitative (causes) features. The project will be launched in January of 2005 and will receive funding from Iowa's State Improvement Grant and utilize resources of the Resource Institute for Studies in Education (RISE).

Resources needed to continue the Natural Allies work includes ongoing support of the Frank Porter Graham Child Development Center.

Development of a tracking system to examine credentialing patterns of paraprofessionals who serve in special education roles will be completed by January 31, 2005. Resources to develop the system will include support from the Board of Educational Examiners and the Bureau of Planning, Research and Evaluation.

#### **Natural Allies:**

Trainings will be held by December 2003, with assistance of state staff and the Frank Graham Porter Child Development Center.

Evaluation design will be completed by July 2004, with the assistance of the institutes of higher education, state staff, and the Frank Graham Porter Child Development Center.

5. State procedures and practices ensure collection and reporting of accurate and timely data.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

Iowa's area education agencies and the Iowa Department of Education, Bureau of Children, Family and Community Services, uses the Information Management System (IMS) to collect, store, manage and distribute Part B data for use in decision making and meeting federal reporting requirements. The primary function of this system is to provide the area education agencies and their constituent districts with data organized around the service delivery system for special education services in Iowa.

Area education agency data entry personnel review and enter information from each IEP into IMS with data checks. For fields required for 618 Tables, IMS generates a verification report of incomplete or unusual data that is forwarded to AEA data entry personnel for follow-up with the IEP team. Data for the other two tables, Personnel and Discipline, are collected at the area education agency level, usually "manually", and submitted to the SEA for aggregating. Ongoing training is provided to the IEP team members and AEA data personnel.

Data have been analyzed and entered to meet timelines; timeliness have not been a problem. As of 2002-03, the data accuracy was judged to be high for the Count Table by the state special education data management team. The accuracy for the LRE and Exit Tables was considered to be moderately high. Accuracy for the 2002-03 Personnel and Discipline Tables was seen to be lower but still adequate.

Trend-wise over the past several years, data accuracy has improved for the Count, LRE and Exit Tables (due mainly to incremental improvements in IMS and training of IEP teams and area education agency data personnel). Only slight improvements have occurred for the Personnel and Discipline Tables.

### Targets (for 7/1/02-6/30/03)

Maintain the accuracy of the Count Table and improve accuracy of the other four tables.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

Progress was made in the accuracy of the 2002-03 Tables because of several factors. There has been an increased emphasis on data based decision making by the administration at the federal and state levels. The Information Management System

Operations and Governance Committee has formed a subgroup to review requested software changes and recommend improvements to the Information Management System data tables. There has been improvement in the articulation of data between IDEA Parts B and C. The state has increased staff focused on data.

These factors resulted in more discussions about data quality, analysis of data completeness and consistencies, identification of data problems, planning and implementation of software solutions, and increased training and technical assistance.

### **Projected Targets (for 7/1/03-6/30/04)**

Maintain the accuracy of the Count Table and improve accuracy of the other four tables.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

To maintain and increase the accuracy of Part B 618 Tables, the following activities will be implemented.

### Data Accuracy:

New members will be added to the state data management team to increase review of data quality and analyze completeness and consistency of Information Management System data files. Data problems will be discussed among data entry personnel, the data team, OGC tables subgroup, and IMS personnel to prioritize and solve problems. Special attention will be paid to LRE data entry, school building codes, exit code definition, discipline and personnel data definition, and feasibility of electronic collection of discipline and personnel data.

The data management team will work with the developers of a new statewide web-based IEP on data definitions and accurate data collection.

### **Data Sharing:**

Project EASIER is working on procedures for assigning a unique statewide student ID number for each general and special education student, creating a student-by-student database, and collecting and entering student information. The data management team will consult with state Project EASIER personnel to ensure that there will be effective data sharing between the EASIER database and Information Management System. Proposed EASIER data will be reviewed for consistency with 618 Table needs.

### **Technical Assistance:**

The data management team will continue to attend and contribute to the Iowa Communications Network teleconferences among AEA data personnel. The conferences allow for problem identification and solution and training for data personnel.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

### **Data Accuracy:**

Resources include people on the state data management team, data entry personnel, IMS Operations and Governance Committee (OGC) tables subgroup, and Information Management System personnel. The OGC tables subgroup meets almost every month and there is an ICN statewide teleconference with Information Management System and area education agency data personnel every month. The state data team meets nearly every week. Discussions on LRE data entry, school building codes, exit code definition, discipline and personnel data definition, and feasibility of electronic collection of discipline and personnel data will commence in September 2003.

Resources will include people on the data management team, Information Management System personnel, and developers of the web IEP. The project commenced in 2002, with major development in 2003-04. Meeting will occur mostly in the winter of 2003-04 (prior to alpha and beta testing) and in summer 2004 (prior to pilot testing).

### **Data Sharing:**

To facilitate data sharing will include people on the state data management team, Information Management System personnel, Project EASIER personnel, and NCLB personnel. State data team members will attend the three Project EASIER advisory group meeting scheduled for 2003-04 and schedule periodic formal and informal meetings throughout the year.

### **Technical Assistance:**

Technical assistance will be provided by the state data management team members who attend the monthly Iowa Communications Network teleconferences throughout 2003-04. The conferences are scheduled for the first Tuesday of the month. As needed changes are implemented in data collection procedures, meetings will be scheduled with the IEP team training personnel.

# **Cluster Area B-II: Early Childhood Transition**

# **State Goal:**

All children eligible for Part B services will receive special education and related services by their third birthday.

# **Performance Indicators:**

1. All Part C children who are eligible for Part B services will receive them at age 3.

1. All Part C children who are eligible for Part B services will receive them at age 3.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

The following table provides data about the status of eligibility determination of Part C children for Part B. Quantitative data were calculated using Part C 618 Data Table 3.

Status of children who exited Part C at age 3	1998-99	1999-00	2000-01	2001-02	2002-03
Eligibility for Part B services were	99.6%	99.8%	99.1%	98.2%	97.1%
determined for children turning three					

Trend data indicated that high percentages (97% - 99.8%) of *children's eligibility for Part B services were determined* consistently over the last five years. The above percentage of *Part C children turning three whose eligibility for Part B services was determined* was calculated by the following method:

- 1. Adding the numbers of three 618 Part C Exit Data Table codes together (part B eligible; not eligible for Part B with exit to other programs; and not eligible for Part B with exit without referrals).
- 2. Adding the number of four Exit Data Table codes together (same as the three listed above plus Part B eligibility not determined).
- 3. Dividing sum of #1 above by #2 above to get the percentage.

### Targets (for 7/1/02-6/30/03)

Maintain a high level of children exiting Part C at the age of three whose eligibility for Part B is determined.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

Eligibility for Part B services was determined for a high percent of children who exited from Part C at the age of three. Iowa has provided written information and technical assistance to regional partners in Part C and Part B in order to provide a smooth and effective transition for children exiting Part C.

Administrative Rules for Special Education that implement IDEA, Part B early childhood transition regulations have been in effect since February 2000. All area education agencies and local school districts have early childhood transition policies and procedures in place to guide their implementation of the rules, contributing to the high percentage of Part C children who had their Part B eligibility determined.

The establishment of Administrative Rules aligned with IDEA Part C, effective as of January 15, 2003, has provided policies that will enhance Iowa's capacity to provide a smooth transition for children exiting from early intervention services to Part B, preschool services.

Iowa was awarded the OSEP funded General Supervision Grant and is progressing on the activities detailed in the grant to implement a refined and expanded data system. The expansion was to assure interagency data as well as transition data from Part C to B was available. The established timelines for these activities run through 2004. Therefore, additional data regarding transition will be available once the data system is refined.

The State and Regions (grantees for Part C) have been examining their data regarding early childhood transitions. Regional transition data has been distributed to each region in Iowa so that regional staff can analyze the data for the purpose of establishing regional continuous improvement plans. Regional improvement strategies and the work to improve the State's data system will guide planning appropriate strategies for improvement. The State staff reviewed plans for monitoring purposes as well as developing the State Technical Assistance Plan for the coming year.

### **Projected Targets (for 7/1/03-6/30/04)**

Maintain a high level of children exiting Part C at the age of three whose eligibility for Part B is determined.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

### **Data System:**

Implementation of the General Supervision Grant to enhance the data system will continue in order to gather data for the (1) percent of children exiting from Part C to Part B who have an IEP in effect by their third birthday; (2) transition planning meeting dates; and (3) participants attending. Assuring that IFSPs have appropriate data elements regarding transition planning will also occur.

### **Part C Regional Improvement Plans:**

Regional transition data will be provided and analyzed in order for regional Part C and Part B partners to determine improvement strategies. Regional Continuous Improvement Plans are to specifically address *Unable to contact/locate*, *Not eligible for Part B and exited without referrals*, and *Part B not determined*, data elements as defined by the Office of Special Education Programs.

### **Part B Special Education Focused Monitoring:**

Data will be gathered regarding early childhood transition as part of the Part B Special Education Focused Monitoring process.

### **Parent-Educator Connection (PEC):**

State staff will support the area education agency Parent-Educator Connection program efforts to support early childhood transition by providing information, technical assistance and training.

#### **Transition Indicators and Quality Review Standards:**

State transition indicators and quality review transition standards will be developed that will enhance the monitoring and continuous improvement systems.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

### Part C Data and Monitoring System:

State staff, with the assistance of an interagency workgroup (Signatory Agencies, Regional Grantee, and family representatives), will continue implementation of the General Supervision Grant to enhance the data system in order to gather data for (1) the percent of children exiting from Part C to Part B that have an IEP in effect by their third birthday; (2) transition planning meeting dates; and (3) participants attending. State staff will also revise the IFSP to include appropriate data elements regarding transition planning by June 2004.

Part C and Part B state staff will continue to develop an interagency monitoring system that provides data regarding implementation of IDEA transition from Part C to Part B and other community services by June 2004. Area education agency special education staff and Parent-Educator Connection staff, Regional Grantees, Liaisons, community partners and state staff will work together in these efforts.

### **Part C Regional Improvement Plans:**

State staff will provide regional transition data to Regional Grantees who will analyze the data with regional partners in order to determine needed improvement strategies by June 2004.

### **Part B Special Education Focused Monitoring:**

The Department of Education state staff will work with staff from the area education agencies to gather data regarding early childhood transition. The staff will gather data as part of the process in place for conducting local education agencies' school improvement visits. The data will be collected by June 2004.

### **Parent-Educator Connection (PEC):**

The state staff for Part C and Part B will provide resources and technical assistance to support the staff of the Parent-Educator Connection. This support will include, but is not limited to, providing materials to enhance their understanding of policies, procedures and effective early childhood transition practices. Resources to be utilized include state staff, Regional Parent-Educator Connection staff and Community Partners, beginning in June of 2004.

### **Transition Indicators and Quality Review Standards:**

Stakeholders and state staff (families, community partners, Signatory Agencies and Regional Grantee/Liaisons) will develop state transition indicators and quality review transition standards that will enhance the monitoring and continuous improvement systems by March 2004.

# **Cluster Area B-III: Parent Involvement**

### **State Goal:**

The provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services.

### **Performance Indicators:**

1. Families have the support they need to participate in their child's education through information, resources and training opportunities.

1. Families have the support they need to participate in their child's education through information, resources and training opportunities.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

### Parent-Educator Connection (PEC) History, 1984 to 2004:

The planning and initial design of what became the Parent-Educator Connection grew out of an initial meeting held in November 1984 in Cedar Rapids. The Iowa Department of Public Instruction, Bureau of Special Education pulled together a group of about 40 people, parents and educators. Through working together, they identified key concepts for an Iowa model and the next few months a program was designed and named, the Parent-Educator Connection. A primary concept of the PEC program was the partnership between educators and families and the strength the relationship brought to the child's education. To reflect the partnership, a parent of a child with a disability and a special educator were paired to provide services and support to families in each of Iowa's 15 area education agencies.

A fiscal formula was developed and implemented to support the area education agency program. Iowa has committed significant fiscal and personnel resources to the program to support the families and educators across the state over the past nineteen years. The following table demonstrations the fiscal commitment for the past seven years.

Year	1997	1998	1999	2000	2001	2002	2003
Total \$	\$823,896.00	\$823,896.00	\$877,996.00	\$958,222.00	\$983,796.00	\$983,796.00	\$983,796.00

### Parent-Educator Connection Statewide Identified Needs, 1997-2003:

Parent-Educator Connection programs in the area education agencies (AEAs) were asked the question, "What are the top 5 issues that you have dealt with this year when responding to parents and educators?" The following table summaries the needs identified by parents and educators.

Year		Identified Ne	eeds of Parents ar	nd Educators	
02-03	Implementation of IEPs- Rights and information re: IEPs, IFSPs and 504	Behavior Issues	Disability Specific Information	Community Resources and Support or PEC Resources, Services and Support	Communication Skill/Parenting improvement
01-02	Inappropriate implementation of the IEP	Behavior and discipline issues	Community or PEC Resources	Lack of communication skills	Information regarding ADHD and 504
00-01	Information regarding ADHD	Appropriateness of behavioral interventions	Non-compliance with the IEP	Information on community resources and training opportunities	Information on parental rights
99-00	Inappropriate implementation of the IEP	Behavior and discipline issues	Specific disability information	Parent rights and responsibilities	Lack of accommodations in general education classroom
98-99	Inappropriate implementation of the IEP	Behavior and discipline issues	Specific disability information	Clarification of parent rights	ADHD and 504 plans
97-98	Inappropriate implementation of the IEP	Behavior and discipline issues	Specific disability information	Clarification of parent rights	ADHD and 504 plans

(PEC Final Reports, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03)

There is a demonstrated increase in offerings and opportunities for parents and educators to learn together, as well as an increase in attendees at the trainings.

PEC Offerings for Parents and Educators						
Offering:	97-98	98-99	99-00	00-01	01-02	02-03
Contacts	27,391	24,152	29,526	25,284	27,174	32,489
Trainings offered	251	232	274	277	213	340
People trained	6198	7360	7957	5186	6254	7479
IEP meetings	400	532	829	947	896	998
Library holdings	8972	12,139		*	*	13,984
Library checkouts	6839	9104	7500	*	*	7762
Newsletters sent	129,900	204,149	205,530	217,648	194,700	200,219
PEC Conf.	520	542	618	630	466	508
Attendance						

<sup>\*</sup>Data not available

The Parent-Educator Connection actively collaborates with the Parent Training and Information Center of Iowa and the Iowa Federation of Families for Childrens' Mental Health to share data regarding the information and support provided to families and educators across the state. The following tables represent the data collected by these two organizations.

### Parent Training and Information (PTI) Center of Iowa

**Summary of PTI Offerings** 

z dillinut j	ty of the one ings				
	1999-00	2000-01	2001-02	2002-03	
Training:					
Parents	910	1362	1286	1581	
Professionals	409	263	524	750	
Total	1319	1625	1810	2331	
Calls and Letters:					
Parents	317	616	1067	1790	
Professionals	187	475	763	1999	
Total	504	1091	1530	3789	
Presentations and Conferences:					
Parents	841	1362	1056	1150	
Professionals	441	263	904	700	
Total	1282	1625	1960	1850	
Total Contacts:					
Parents	2068	3340	4748	3371	
Professionals	1039	1001	1897	3499	
Total	3105	4341	6639	6870	

PTI Impact Survey -2002-2003

	1 11 1mpace Sai (e) 2002 2006
96%	Parents said the individual assistance they received from the PTI
	Iowa was helpful
80%	Families felt the information they received enabled them to obtain
	some of the services their child needs
80%	Families state they felt more confident in their ability to work with
	schools after speaking to the PTI Iowa
76%	The families felt the information and support they received helped
	resolve a disagreement with the school
84%	Families receiving assistance felt they could not have gotten this
	service had the PTI not been available

**Federation Statewide Family Network Activities** 

Activities	Number of Family Member Participants or Contacts (May Include Duplication)	Number of Family member Participants or Contacts - Unduplicated
<b>Training:</b> Conducting trainings, conferences and workshops; and supporting family members and youth to attend training events	1868	1681
Information and Referral: A process, either by phone or in person, to offer family members/youth information about mental health disorders or services and supports provided to family members/youth.	5822	Jnknown
Newsletter or Other Information Distribute by Mail or Electronically: The distribution of information about mental health disorders, services, systems, and so forth through a newsletter or some other format, either electronically or by hardcopy mail.	9319 informational resources via Email or Mail 49736 Material Handouts 4984 Promotional Items	2274 Unduplicated email Material & Promotional Items unduplicated numbers unknown
<b>Individual Advocacy:</b> Individual advocacy support provided to family members and/or youth by a Network staff member or volunteer.	312	312

In 2002-2003, there were 45,181 contacts with parents/family members and educators and 11,678 participants attending training.

## **Parents As Presenters Workshop:**

Forty family members selected from all over the state came to learn effective ways to share their family story in college classrooms and other groups. Family members were trained to "Tell Their Story" to illustrate family-centered principles for both preservice and inservice personnel preparation. The program has been conducted for three years with a total of 59 parents being trained to tell their story.

## **Targets (for 7/1/02-6/30/03)**

Maintain a strong system of support for families to participate in their child's education.

# Explanation of Progress or Slippage (for 7/1/02-6/30/03)

In 2002-03 a group of stakeholders was convened that included: Parent-Educator Connection personnel, the Parent Training and Information Center of Iowa staff, the Iowa Federation of Families for Childrens' Mental Health staff, area education agency directors, and educators. The history of the Parent-Educator Connection (PEC) was examined and strategies for improving the services and supports to families and educators were discussed. The stakeholder group developed a new vision, mission and beliefs for the Parent-Educator Connection program. A summary from the stakeholder group follows.

# Parent-Educator Connection Vision, Mission, and Belief Statements – August 2003:

*Vision Statement:* Families, schools, and communities in Iowa working together to promote educational success for children and youth.

*Mission Statement*: The Parent-Educator Connection works to develop and sustain effective partnerships between families, educators, and community providers to promote success for all children and youth with disabilities.

#### Belief Statements:

- With encouragement and support from educators and community providers, each family determines their level of participation in system processes.
- In successful partnerships, families, educators, and community providers work together by recognizing, understanding, and respecting individual differences, cultural backgrounds, and differing approaches, and seek solutions.
- Two-way, frequent and meaningful communication builds successful partnerships.
- Building partnerships among families, educators, and community providers as early as possible enhances the degree of family and child success.
- Families, educators, and community providers all have important roles, responsibilities, and perspectives in the education and support of children.

After an analysis of the data, identification of needs across the state, and discussions with the stakeholders a decision was made for the Parent-Educator Connection to focus their work, resources and time primarily in two areas. They are:

Maintain strong support for families to participate in their child's education by providing the information and resources they need to transition their child with a disability to appropriate Part B services from Part C services.

Indicator #1: % of families reporting involvement in transition decisions and planning Indicator #2: % of families informed of Part B parents rights and responsibilities during transition planning.

Maintain strong support for families to participate in their children's education by providing the information and resources they need to transition their child with a disability to post secondary activities/environments.

Indicator #1: % of parents stating specific expectations for youth's post high school experiences

Indicator #2: % of families involved in transition decisions

Indicator #3: % of families setting goals and making plans for post high school experiences

Indicator #4: % of families reporting high school activities were helpful in preparing their youth for post high school experiences

# **Projected Targets (for 7/1/03-6/30/04)**

Maintain strong support for families to participate in their child's education by providing the information and resources they need to transition their child to appropriate Part B services.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

#### Data:

The Parent-Educator Connection will collect survey information regarding parent involvement from the local education agencies being monitored in 2003-04. These are new data that establish a baseline for both transition goals; i.e. from Part C to Part B and the post-secondary goal.

A parent survey will be piloted with assistance from the National Center of Special Education Accountability Monitoring. The Parent-Educator Connection has done an initial crosswalk through the items in the National Center of Special Education Accountability Monitoring pilot and the state monitoring parent surveys to determine where similarities and differences exist. The Parent-Educator Connection will continue to request information and assistance from the National Center of Special Education Accountability Monitoring regarding the pilot results.

The Parent-Educator Connection (PEC) will continue to focus on collecting data in a uniform and consistent manner. Data will be aggregated at the state level. The PEC will continue to collect data on contacts/training, offerings and participants, common questions, and PEC staff attendance at IEP meetings.

### **Training:**

The Parent-Educator Connection and Early ACCESS staff will continue to collaborate in the planning and provision of training for PEC staff and others. There will be an effort to jointly plan trainings, including the annual Parent-Educator Connection conference for parents and educators to be held on odd number years. The state level programs will continue to share information, training opportunities and calendars of activities.

The state Parent-Educator Connection and post-secondary transition consultants will continue to collaborate in the planning and provision of training. There will be an effort to jointly plan trainings, including the annual Parent-Educator Connection conference for parents and educators to be held on even number years. The state level programs will continue to share information, training opportunities and calendars of activities.

The state Parent-Educator Connection consultant will continue to participate in the planning, implemention and follow-up of Parents as Presenters. Conversations have begun with the area education agency Parent-Educator Connection programs to determine the viability of expanding the Parents As Presenters model at the area education agency level in order to increase the numbers of trained people available to present across the state.

The Iowa Department of Education will provide technical assistance and support, training and sharing opportunities for the Parent-Educator Connection coordinators regarding the two chosen outcome areas of transition from Part C to Part B and transition from Part B to post secondary options for youth with disabilities. Some examples of the technical assistance which will be available are: group meetings, sharing of information and resources electronically and in print or by phone, planning and conducting the state conference based on coordinator needs, and area education agency Parent-Educator Connection visits for planning local programming.

#### Collaboration:

The Parent-Educator Connection will continue to work the Parent Training and Information Center of Iowa and the Iowa Federation of Families for Childrens' Mental Health to identify gaps in services and information for families in specific topical areas.

The Parent-Educator Connection will take a leadership role in bringing together parent organizations to plan a parent summit. The purpose of the summit will be to share and identify materials, trainings and programmatic goals. Some projected outcomes include defining "parent involvement", defining and establishing data points that can be universally collected to establish more accurately what is happening with parents in the state, mapping of training and workshop opportunities available for parents/families and developing a framework for the organizations to communicate with each other.

# **Projected Timelines and Resources (for 7/1/03-6/30/04)**

# Data:

Four parent surveys for use in the monitoring process have been developed and will complete the first level of baseline data by May 2004. The results of 2003-04 data will be shared with the Parent-Educator Connection coordinators on April 23, 2004.

Parent-Educator Connection (PEC) data forms have been designed and given to PEC staff in December 2003. Parent-Educator Connection programs are tracking and collecting specific information in a uniform manner. The data collection will be completed and reported to the Iowa Department of Education with final reports in August 15, 2004. If needed, the data collection instruments will be evaluated and improved by September 2004.

## **Training:**

Six one-day meetings have been scheduled with PEC coordinators to train and discuss the two focus areas of transition from Part C to Part B and post-secondary, with information and resources being shared across programs in an effort to assure consistency in the information shared, the implementation of the PEC program, and the delivery of services to families across the state by June 30 2004.

The Parent-Educator Connection annual conference is February 8-10, 2004. Discussions regarding future conferences have focused on providing the information needed to inform one indicator each year on alternate years. For example, one year would have a primary focus on early childhood, Early ACCESS and early childhood special education. The next year would include a primary focus on post-secondary transition. Stakeholders outside of the Parent-Educator Connection will be involved in the planning and development of each conference.

The state Parent-Educator Connection will participate in the planning, conducting and follow-up of a fourth Parents as Presenters training, September 24-25, 2004. Area education agency Parent-Educator Connection staff will be encouraged to attend and participate in the training, with the purpose of demonstrating the strength of conducting a like training in their area education agency.

### **Collaboration:**

A plan for the parent summit will be developed by June 30, 2004 that will identify organizations providing information, resources and support to families across the stat. Information about trainings, an informational database and the identification of common outcomes for the respective groups will also be compiled.

The organizational relationships between the Parent Training and Information Center of Iowa, the Iowa Federation, and the Parent-Educator Connection will be clarified by June 2004. This will provide a more effective structure for meeting the informational, resource and support needs of Iowa families who have children with disabilities.

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# Cluster Area B-IV: FAPE in the LRE

## **State Goal:**

All children with disabilities will receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

## **Performance Indicators:**

- 1. The percentage of children with disabilities receiving special education, by race/ethnicity, is comparable to the percentage of children, by race/ethnicity, in the State's general student enrollment. In each particular education setting, the percentage of children, by race/ethnicity, is comparable to the percentage of children, by race/ethnicity, in the State's general student enrollment.
- 2. High school graduation rates and dropout rates, for children with disabilities, are comparable to graduation rates and dropout rates for nondisabled children.
- 3. Suspension and expulsion rates for children are comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies.
- 4. Performance results for children with disabilities on large-scale assessments are improved at a rate that decreases any gap between children with disabilities and their nondisabled peers.
- 5. Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.
- 6. The early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

# **Performance Indicator:**

1. The percentage of children with disabilities receiving special education, by race/ethnicity, is comparable to the percentage of children, by race/ethnicity, in the State's general student enrollment. In each particular education setting, the percentage of children, by race/ethnicity, is comparable to the percentage of children, by race/ethnicity, in the State's general student enrollment.

## **Baseline/Trend Data (for 7/1/02-6/30/03)**

**Attachment 2, page 1:** Free and Appropriate Public Education in the Least Restrictive Environment (Shaded cells indicate over-representation; bold cells indicate under-representation)

Column A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	Col I	Col J	Col K	Col L
	All	White	% White	Black	% Black	Hisp	% Hisp	Asian	% Asian	Am Ind	% Am Ind
1999-00											
PK-12 Enrollment*	542445	494594	91.18%	19682	3.63%	16624	3.06%	8965	1.65%	2580	0.48%
IEP Students ages 6-21**	66369	59805	90.11%	3856	5.81%	1784	2.69%	519	0.78%	405	0.61%
Accept. IEP % Range - Low †			72.94%		2.90%		2.45%		1.32%		0.38%
Accept. IEP % Range - High <sup>†</sup>			109.41%		4.35%		3.68%		1.98%		0.57%
2000-01											
PK-12 Enrollment*	538547	488046	90.62%	20278	3.77%	18520	3.44%	9068	1.68%	2635	0.49%
IEP Students ages 6-21**	66879	59817	89.44%	4026	6.02%	2053	3.07%	546	0.82%	437	0.65%
Accept. IEP % Range - Low †			72.50%		3.01%		2.75%		1.35%		0.39%
Accept. IEP % Range - High <sup>†</sup>			108.75%		4.52%		4.13%		2.02%		0.59%
2001-02											
PK-12 Enrollment*	532151	479101	90.03%	20781	3.91%	20547	3.86%	8981	1.69%	2741	0.52%
IEP Students ages 6-21**	67597	60048	88.83%	4264	6.31%	2285	3.38%	562	0.83%	438	0.65%
Accept. IEP % Range - Low †			72.02%		3.12%		3.09%		1.35%		0.41%
Accept. IEP % Range - High <sup>†</sup>			108.04%		4.69%		4.63%		2.03%		0.62%
2002-03											
PK-12 Enrollment*	523721	468266	89.41%	21183	4.04%	22353	4.27%	9206	1.76%	2713	0.52%
IEP Students ages 6-21**	67790	59610	87.93%	4593	6.78%	2574	3.80%	579	0.85%	434	0.64%
Accept. IEP % Range - Low †			71.53%		3.24%		3.41%		1.41%		0.41%
Accept. IEP % Range - High <sup>†</sup>			107.29%		4.85%		5.12%		2.11%		0.62%

<sup>\*</sup> From Iowa Condition Of Education - Public and nonpublic schools

<sup>\*\*</sup> From OSEP 618 Tables - All disabilities ages 6-21

<sup>&</sup>lt;sup>†</sup> Acceptable range for IEP % was calculated using the 20% Rule (+/- 20% of the PK-12 Enrollment)

Attachment 2, page 2: Free and Appropriate Public Education in the Least Restrictive Environment (Shaded cells indicate over-representation; bold cells indicate under-representation)

Column A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	Col I	Col J	Col. K	Col L
Education Environment	All	White	% White	Black	% Black	Hisp.	% Hisp	Asian	% Asian	Am Ind	% Am Ind
	7111	vviiite.	· · · · · · · · · · · · · · · · · · ·	Diack	Diack	msp.	Пор	7 131411	7131411	7 Am Thu	7 KIII KIIG
1999-00 PK-12											
Enrollment*	542445	494594	91.18%	19682	3.63%	16624	3.06%	8965	1.65%	2580	0.48%
Outside Regular Class < 21%**	31544	29293	92.86%	1230	3.90%	653	2.07%	232	0.74%	136	0.43%
Outside Regular Class 21-60%**	22299	20104	90.16%	1124	5.04%	754	3.38%	171	0.77%	146	0.65%
Outside Regular Class > 60%**	10095	8447	83.68%	1146	11.35%	309	3.06%	91	0.90%	102	1.01%
Accept. IEP %								-			
Range - Low † Accept. IEP %			72.94%		2.90%		2.45%		1.32%		0.38%
Range - High †			109.41%		4.35%		3.68%		1.98%		0.57%
2000-01											
PK-12 Enrollment*	538547	488046	90.62%	20278	3.77%	18520	3.44%	9068	1.68%	2635	0.49%
Outside Regular Class < 21%**	30195	27822	92.14%	1253	4.15%	753	2.49%	231	0.77%	136	0.45%
Outside Regular											
Class 21-60%** Outside Regular	24236	21734	89.68%	1267	5.23%	867	3.58%	190	0.78%	178	0.73%
Class > 60% **	9911	8211	82.85%	1135	11.45%	357	3.60%	101	1.02%	107	1.08%
Accept. IEP % Range - Low †			72.50%		3.01%		2.75%		1.35%		0.39%
Accept. IEP % Range - High †			108.75%		4.52%		4.13%		2.02%		0.59%
2001-02											
PK-12 Enrollment*	532151	479101	90.03%	20781	3.91%	20547	3.86%	8981	1.69%	2741	0.52%
Outside Regular Class < 21%**	29938	27526	91.94%	1247	4.17%	787	2.63%	246	0.82%	132	0.44%
Outside Regular Class 21-60%**	24881	21997	88.41%	1489	5.98%	1008	4.05%	196	0.79%		0.77%
Outside Regular Class > 60%**	10228	8454	82.66%	1161	11.35%	418	4.09%	101	0.99%	94	0.92%
Accept. IEP %	10220	0.5.		1101		.10		101			
Range - Low † Accept. IEP %			72.02%		3.12%		3.09%		1.35%		0.41%
Range - High †			108.04%		4.69%		4.63%		2.03%		0.62%
2002-03											-
PK-12 Enrollment*	523721	468266	89.41%	21183	4.04%	22353	4.27%	9206	1.76%	2713	0.52%
Outside Regular Class < 21%**	29625	27053	91.32%	1317	4.45%	893	3.01%	233	0.79%	129	0.44%
Outside Regular Class 21-60%**	25435	22225	87.38%		6.53%	1142	4.49%	212	0.83%		0.76%
Outside Regular Class > 60%**	10323	8423	81.59%	1240	12.01%	466	4.51%	106	1.03%		0.85%
Accept. IEP % Range - Low †	,,,,,	- 1-4	71.53%		3.24%		3.41%		1.41%		0.41%
Accept. IEP % Range - High			107.29%		4.85%		5.12%		2.11%		0.62%

<sup>\*</sup> From Iowa Condition Of Education - Public and nonpublic schools

\*\* From OSEP 618 Tables - All disabilities ages 6-21

† Acceptable range for IEP % was calculated using the 20% Rule (+/- 20% of the PK-12 Enrollment)

In accordance with Iowa's state eligibility document, students receive special education services with an *Eligible Individual* designation, rather than a disability label. The percentages previously submitted were calculated using proportions observed in 1989, the last year Iowa used categorical disability labels. Iowa is currently updating proportion data at the request of the Office of Civil Rights. The data reported here are for "all disabilities".

The over-representation of American Indian students in special education in Iowa is declining. The under-representation of Asian students in special education is also declining. Hispanic students are under-represented in the least restrictive educational setting. The over-representation of Black/African-American students in special education, and in more restrictive educational settings is increasing.

## Targets (for 7/1/02-6/30/03)

The percentage of children with disabilities receiving special education, by race/ethnicity, is comparable to the percentage of children, by race/ethnicity, in the State's general student enrollment. In each particular education setting, the percentage of children, by race/ethnicity, is comparable to the percentage of children, by race/ethnicity, in the State's general student enrollment.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

Iowa conducted a review of assessment practices to identify possible bias. Iowa has changed its system of identification in ways that eliminate the need for norm-referenced cognitive tests that have been associated with biased outcomes for students from minority groups.

The Iowa Department of Education in conjunction with the Office of Civil Rights funded the development of a document by Daniel Reschly, titled, *Disproportionate Minority Representation in General and Special Education: Patterns, Issues and Alternatives* (1997). To develop the document, Reschly reviewed disproportionate minority representation in special education programs in Iowa with a panel representing broad constituencies of school administrators, parents and special educators. With input from the panel, he recommended improvement in the quality of prereferral interventions, the creation of a seamless system of services to minimize stigmatization, and the implementation of a noncategorical system of classification, focusing on the identification of student needs and response to interventions, instead of norm referenced cognitive measures that have been alleged to be biased towards students from minority groups.

In response to these recommendations Iowa developed and implemented state standards for problem solving processes in order to enhance the quality of prereferral interventions. Iowa provided technical assistance to area education agencies to develop noncategorical special education classification criteria focusing on multiple sources of data related to student needs and progress monitoring results from interventions in the general education setting. Noncategorical classification eliminates the reliance upon controversial norm referenced intelligence tests.

In 2002-2003 Iowa designed the Instructional Decision-making Model in order to create a seamless system of educational services for all children that provides early identification and intervention in the general education setting.

In 2003, the Iowa Department of Education's Parent Educator Connection (PEC) project identified the need for training for parents of students with disabilities from diverse backgrounds related to IDEA. The Parent Training and Information Center of Iowa (PTI), a project of the ASK Resource Center, funded through the Office of Special Education Programs responded to this need by developing a program of training and support for families of students with disabilities that are from minority groups. A liaison between PEC and the PTI assists with coordinating activities and sharing resources to meet the needs of families from diverse backgrounds in Iowa.

Disproportionality for American Indian, Asian, and Hispanic students in special education and in restrictive educational settings is decreasing in Iowa. However, disproportionality for Black/African American students in special education and in restrictive educational settings continues to increase.

# **Projected Targets (for 7/1/03-6/30/04)**

Maintain the current identification process and examine other factors that may contribute to the disproportionate representation of students from minority groups in special education.

#### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

## **Review of Local Data:**

Explore factors contributing to disproportionate representation in special education by reviewing minority representation in special education programs in local districts in order to determine the causes of disproportionality and to target assistance.

### **Leadership and Technical Assistance:**

Iowa will continue to provide leadership and technical assistance to area education agencies and local schools to support the implementation of practices and programs that promote equity and reduce disproportionality in special education. The National Center for Culturally Responsive Educational Systems (NCCRESt), established by OSEP to address disproportionality, identified research based practices to reduce

disproportionality at their Forum on Disproportionality in October 2003. The practices recommended at the Forum include: school wide approaches to early academic intervention and support in the general education setting, whole school and classroom support for social and affective development, and bridging cultural gaps through parent and community involvement (Elizabeth Kozleski, *Solutions to disproportionality*, a presentation at the Forum on Disproportionality, sponsored by NCCRESt on October 20-21, 2003, in Denver Colorado). Iowa's approach to disproportionality in special education is consistent with the recommendations from NCCRESt.

Iowa will continue to expand the implementation of the Instructional Decision-making Model that provides early academic intervention and support to students in the general education setting.

Iowa will continue to build capacity in AEAs and LEAs to implement school-wide support for social and affective development through the Iowa Department of Education's Iowa Behavioral Alliance (IBA). IBA supports 13 second-year and 8 first-year sites implementing school-wide positive behavior supports with consultation from OSEP's Center for Violence Prevention at the University of Oregon. IBA also builds capacity in Iowa AEAs and LEAs to implement positive behavior supports in Iowa schools.

Iowa will continue to redesign its Success4 initiative to develop the capacity for schools, families and communities to collaboratively plan and implement a continuum of learning supports to address the needs of all Iowa students.

Iowa will continue to support the work of the Parent Training and Information Center of Iowa (PTI), a project of the ASK Resource Center to provide training and support to families from minority backgrounds of students with disabilities.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

#### **Review of Local Data:**

In 07/04-05/05 Iowa will conduct a review of data related to the over-representation of minority students in special education programs in local districts in order to determine the causes of disproportionality and to target assistance.

### **Leadership and Technical Assistance:**

In 07/04-05/05 Iowa will implement the Instructional Decision-making Model in pilot sites. In 07/05-05/06, using outcome data from the pilot sites to make needed modifications, Iowa will scale up the implementation of Instructional Decision-Making Model in area education agencies and local education agencies across the state.

Iowa will build capacity to expand Positive Behavior Supports in Iowa. In 07/04-05/05 the Iowa Behavioral Alliance (IBA) will identify and train 6 new Iowa trainers for school-wide PBS and 4 new facilitators for the School-wide Information System (SWIS) that is the data component of PBS. In 7/04-5/05 Iowa will develop a plan and identify resources to support the expansion of PBS implementation in Iowa schools. From 7/04 through 1/08 Iowa will continue the timelines and activities of the Iowa Behavioral Alliance.

In 07/04-05/05 Iowa will complete the redesign of Success4 (Learning Supports) and begin to build capacity in AEAs and LEAs to collaborate with families and community service providers to plan and implement a continuum of learning supports for students.

In 07/04 – 01/05 Iowa will continue to support the work of the Parent Training and Information Center of Iowa Cultural Outreach Project. PTI will establish an advisory council representing the variety of cultures in the state of Iowa to provide the families of children with disabilities from multiple cultural communities a network of support and information to assist them in working with local schools and area education agencies to meet their child's educational needs. In 07/04-05/05 the PTI, in cooperation with the Parent-Educator Connection, Child Health Specialty Clinics, Family Voices and the Iowa Federation of Families for Children's Mental Health, will develop a family-to-family support system focusing on support to diverse families within their native culture and language.

## **Performance Indicator:**

2. High school graduation rates and dropout rates, for children with disabilities, are comparable to graduation rates and dropout rates for nondisabled children.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

Two separate tables are used below in presenting Iowa's baseline data. This was done because the data was calculated in different ways.

	Table 1: OSEP Data									
	Students with Disabilities – Percent of Graduates with	Students with Disabilities –								
Year	Regular High School Diploma	Percent of Dropouts								
1997-1998	61	36								
1998-1999	61	35								
1999-2000	66	31								
2000-2001	67	29								
2001-2002	74	23								
2002-2003	69	25								

Source: Office of Special Education Programs

The percent of graduates with regular high school diplomas was calculated by OSEP in the following manner:

Graduation Rate = # diploma recipients / # school leavers

Dropout Rate = # dropouts / # school leavers

# School Leavers = # diploma recipients + # dropouts + # certificate recipients + # reached

maximum age + # died

Table 1 shows a decrease in the percent of dropouts among students with disabilities. It has dropped 11% from 1998 to 2003.

Table 1 shows an increase in the percent of graduates with regular high school diplomas among students with disabilities. The graduation rate has increased from 61% during the 1997-1998 school year to 69% during the 2002-2003 school year, with a high of 74% during the 2001-2002 school year.

<b>Table 2: 20</b>	Table 2: 2003 Iowa Annual Condition of Education Report Data									
	All Students – Iowa Public	All Students – Iowa Public								
	High School Four-Year	School Grades 7-12								
Year	Graduation Rates	Dropout Rates								
1997-1998	88.1	1.98								
1998-1999	88.2	1.74								
1999-2000	88.7	1.75								
2000-2001	89.2	1.85								
2001-2002	89.4	1.62								
2002-2003	Not Available at this time	Not Available at this time								

Source: The Annual Condition of Education Report, 2003, Iowa Department of Education

The high school graduation rate shown in Table 2 is calculated by dividing the number of high school graduates in a given year by the estimated number of 9<sup>th</sup> graders four years previous. The estimated 9<sup>th</sup> grade enrollment is the sum of the number of high school graduates in that year and dropouts over the four series year period. There was no disaggregating of data for students with disabilities.

The dropout rate in Table 2 shows the trend of Iowa public school grade 7-12 dropouts as a percent of public school grades 7-12 enrollment. A dropout is a student who satisfies one or more of the following conditions:

- Was enrolled in a school at some time during the previous school year and was not enrolled by October 1 of the current year or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: (a) transfer to another public school district, private school, or state or district-approved educational program, (b) temporary school-recognized absence for suspension or illness, and (c) death.

There was no disaggregating of data for students with disabilities.

The four-year graduation rate has increased from 88.1% in 1997-1998 to 89.4% in 2001-2002, an increase of 1.3% in 4 years.

The grades 7-12 dropout rate has decreased from 1.98% in 1997-1998 to 1.62% in 2001-2002, a decrease of 0.36% in 4 years.

Comparison of the data in Tables 1 and 2 is difficult due to the different ways in which the data were calculated. The different calculation methods used do not allow for a comparison of similar data. The data from the 2003 Iowa Annual Condition of Education Report shown in Table 2 are not disaggregated by students with disabilities on the data for graduation or drop out rates. OSEP does not collect graduation or dropout data on total student populations.

All Comprehensive School Improvement Visits to Iowa local education agencies (LEAs) include focused monitoring of special education. During the 2000-2002 visits a self-assessment instrument was used in each LEA to collect information on every dropout reported by the LEA. Aside from the demographic data collected about each drop out, questions were asked regarding the effect of the LEA's attendance policy on the number of students who drop out of school; other factors that contribute to students deciding to drop out of school; and resources that the LEA feels would help the district to keep students from dropping out of school. The discussion of resources needed by LEAs to keep students from dropping out of school led to the development of the Iowa Behavior Alliance.

## Targets (for 7/1/02-6/30/03)

High school graduation rates and dropout rates, for children with disabilities, are comparable to graduation rates and dropout rates for nondisabled children.

## Explanation of Progress or Slippage (for 7/1/02-6/30/03)

The Iowa Behavioral Alliance was established in January 2003. Dropout prevention outcomes are included in the Alliance's work over the next 5 years. The Dropout Prevention Advisory Group which focuses on dropout prevention programs with special attention to the needs of students with significant social, emotional or behavioral needs had it first meeting 8/14/03. The Dropout Prevention Advisory Group developed criteria for nominating a dropout prevention program using best practices based on email survey information on local programs/practices that are effective in reducing dropout rates. The group has contacted AEA administrators, Iowa Alternative School Coordinators, Decategorization Coordinators, and Juvenile Court Officers seeking nominations.

The inability to compare the OSEP definitions of graduation and dropout and definitions used in the Iowa Annual Condition of Education report does not allow Iowa to compare the high school graduation and dropout rates of students with disabilities to students without disabilities. Common definitions are not in use. Presently, Iowa's Project Easier does not collect data in a way that would assist in our analysis of graduation and dropout rates.

### **Projected Targets (for 7/1/03-6/30/04)**

High school graduation rates and dropout rates, for children with disabilities, are comparable to graduation rates and dropout rates for nondisabled children.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

#### **Dropout:**

The Dropout Prevention Advisory Group of the Iowa Behavioral Alliance will continue to focus on dropout prevention programs with special attention to the needs of students with significant social, emotional or behavioral needs. This group will identify schools that are implementing effective dropout prevention approaches. The Dropout Prevention Advisory Group has developed a nomination process and will follow up through structured interviews with administrators and key implementers with the first twelve sites that have been nominated.

#### **Data Collection:**

It will be proposed that Project EASIER, the web-based database that tracks individual student data across Iowa, collect dropout and graduation rate data to be disaggregated for students with IEPs and students without IEPs. Coordination of definitions for graduation rate and dropout rate will be established.

## **Projected Timelines and Resources (for 7/1/03-6/30/04)**

## **Dropout:**

The Dropout Prevention Advisory Group, formed through the Iowa Behavioral Alliance in a contractual agreement with Drake University, will continue to identify schools which implement successful dropout prevention program or practices from January 2004 through December 2007.

<u>Phase 1</u> includes the analysis of current data on the status of dropouts focusing, in particular, on students with disabilities; the identification of both school-based and community-based factors and policies that contribute to Iowa students dropping out of school; and the identification and the prioritization of needs based on data analysis.

<u>Phase 2</u> includes work with stakeholders to produce an action plan for development of a network of demonstration sites using research-based risk focused prevention and early intervention programs; the identification of policies that contribute to students dropping out and recommended areas for policy development related to dropout prevention; the collaboration with existing associations/agencies/organizations at the state, regional, and local levels who are currently involved with dropout prevention and promote collaboration among them for a unified approach to dropout issues; the development of a performance measurement system to determine effectiveness of strategies/programs implemented to prevent dropouts; and the identification of sources of dropout prevention funding.

<u>Phase 3</u> includes implementation of the action plan developed by stakeholders; dissemination to AEAs and LEAs of information on effective practices in dropout prevention successfully implemented in the demonstration sites; and the provision of technical assistance to AEAs and LEAs in the implementation of such strategies and/or programs.

<u>Phase 4</u> includes the monitoring of the implementation through desk audits, on-site visitation, and site progress on performance measures and the evaluation of program effectiveness, including outcomes that document change in student attitudes and behaviors and are tied to desired results.

# **Data Collection:**

Collaboration with Iowa's Project EASIER staff to ensure collection of graduation and dropout data, coordination of definitions of graduation and dropout rates, and the establishment of a mechanism for disaggregating this data will be addressed from July 2003 through June 2004.

### **Performance Indicator:**

3. Suspension and expulsion rates for children are comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies.

## **Baseline/Trend Data (for 7/1/02-6/30/03)**

OSEP Table 5 Section A	1999-2000	2000-2001	2001-2002	2002-2003
3A # of children subject				
to suspensions/expulsions	36	167	43	37
for more than 10 days				
3B # of children subject				
to multiple suspensions/	237	651	521	488
expulsions summing to				
more than 10 days				

The number of children receiving suspensions and expulsions has deceased since 2000-2001.

The state has not identified any education agencies with significant discrepancies in the rate of long-term suspensions and expulsions.

The Department of Education provided statewide training for 75 individuals across the state on functional behavioral assessment and behavioral intervention plans.

The Department of Education supported 13 school building sites in the work of school wide positive behavioral supports. This approach assists schools in the reduction of acting out behavior for students that can result in suspensions and expulsions. Thirteen school building sites began implementation of school-wide Positive Behavior Supports in August 2002, and additional eight sites were added in 2003.

The Department of Education developed Success4, an initiative that supports schools through technical assistance and products in the areas of behavioral, social and emotional development for students. Sliver dollars were given to school districts from Part B for resources to support this work.

### Targets (for 7/1/02-6/30/03)

Percentage of students with disabilities who have experienced long-term suspensions will decrease.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

Since the large increase in suspensions and expulsions of students with disabilities in 2000-01, the number of suspensions and expulsions have steadily declined to nearly the 1999-00 level.

Through the work of Project EASIER, a common definition of suspension and expulsion has been created. Comparisons of suspensions and expulsions for students with disabilities and students without disabilities will be available.

The Positive Behavior Supports AEA Team training has developed capacity in Iowa's area education agency system to conduct functional behavioral assessments and develop behavior intervention plan that utilize positive behavior supports.

No educational agencies were identified as significantly discrepant in the rate of long-term suspensions and expulsions of students with disabilities.

## **Projected Targets (for 7/1/03-6/30/04)**

Percentage of students with disabilities who have experienced long-term suspensions will decrease.

# Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

#### **Data Collection:**

Project EASIER, a web-based database that will track individual student data across Iowa is nearing completion. EASIER, in collaboration with improvements in the Information Management System (IMS) special education database, will provide more accurate, comparable data for decision making.

Collect data on suspensions and expulsions that will permit comparisons in the rate of suspensions and expulsions for students with disabilities and students without disabilities.

## **Suspension/Expulsion:**

Through the past work of Success4, the current work of School-wide Positive Behavioral Supports Demonstration sites, and the Iowa Behavioral Alliance, suspensions and expulsions are being addressed, monitored and evaluated for students with disabilities.

The Iowa Department of Education will continue to build capacity in schools and AEAs to address challenging student behavior through the Iowa Behavioral Alliance. The Iowa Behavioral Alliance is a partnership between Drake University, Iowa State University and the Iowa Federation of Families for Children's Mental Health. The Iowa Behavioral

Alliance is building capacity in area and local education agencies to use research based practices to provide a three tiered continuum of learning supports complementing the levels of academic support in the Instructional Decision-making model.

In collaboration with OSEP's Center for Violence Prevention at the University of Oregon, the first level of the continuum provides training and support to pilot sites implementing school-side Positive Behavioral Supports. Twenty-two prospective coaches from AEAs began training in August 2003. Up to 14 new sites will be added in August 2004. Implementation data from the 21 sites indicates high levels of implementation and initial data from the School-Wide Information System (SWIS) shows that discipline referrals are declining.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

### **Data Collection:**

Collaborate with Project EASIER to ensure collection of suspension/expulsion data and a mechanism for disaggregating students with disabilities from all students. Data will be collected from July 2004 through December 2005.

### **Suspension/Expulsion:**

Identify and train 6 Iowa school-wide Positive Behavior Supports trainers. This selection process and training will be conducted from May 2004 through May 2005 with the assistance of staff from the University of Oregon, Drake University, and the AEAs.

Identify and train 6 SWIS facilitators for PBS data collection. The selection process and training will be conducted from May 2004 through May 2005 with the assistance of staff from the University of Oregon, Drake University, and the AEAs.

Continue contract, timelines and activities as outlined in the Iowa Behavioral Alliance contract. The work of this contract will be conducted from July 2004 through July 2008 with the assistance of staff from the University of Oregon, Drake University, and the AEAs.

# **Performance Indicator:**

 Performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

Tables 1 and 2 include data matching NCLB grade requirements gathered during 2002-2003 that indicate the percentage of children with disabilities achieving proficiency in reading and math on the state assessment and alternate assessments.

## Reading:

**Table 1: Reading Proficiency** 

Attachment 3 - Summary:

Section C. Performance of Students with Disabilities on Reading Assessment

	Section C. Terro	illiance of Students wit	п Бізценін	CS ON Redding 71			
		Regular Assessment			Alternate Assessment		Regular and
	Full Academic Year Full Academic Ye						Alternate Assessment
Grade	Non Proficient	Proficient	Percent	Non Proficient	Proficient	Percent	Percent
Level	Full	Full	Proficient	Full	Full	Proficient	Proficient
	Academic Yr	Academic Yr		Academic Yr	Academic Yr		
4	2963	1334	31.04%	22	192	89.72%	33.83%
8	4180	1076	20.47%	25	181	87.86%	23.01%
11	2736	903	24.81%	40	136	77.27%	27.23%

The total students reported in Attachment 3 represent students who met Full Academic Year criteria for Iowa's NCLB Accountability Plan.

The Department of Education's Reading First plan addresses improved reading achievement for all K-3 students, including special education students, in participating schools. At the same time, it builds the capacity of Iowa's intermediate agencies, area education agencies (AEAs), to improve reading achievement in all Iowa schools.

The primary vehicle for building this capacity to support schools is the State-Wide Reading Team (SWRT). This team is made up of state consultants, AEA special education and educational services consultants, school administrators and literacy specialists. The SWRT offers participants ongoing training and technical assistance aimed at accelerating reading achievement through structured school improvement by engaging in continuous data decision making and quality professional development focused on research-based strategies.

#### Math:

**Table 2: Math Proficiency** 

Attachment 3 - Summary:

Section C. Performance of Students with Disabilities on Math Assessment

		Regular Assessment			Alternate Assessment		Regular and
		Full Academic Year			Full Academic Year	Alternate Assessment	
Grade	Non Proficient	Proficient	Percent	Non Proficient	Proficient	Percent	Percent
Level	Full	Full	Proficient	Full	Full	Proficient	Proficient
	Academic Yr	Academic Yr		Academic Yr	Academic Yr		
4	2698	1606	37.31%	22	191	89.67%	39.78%
8	3988	1244	23.78%	31	173	84.80%	26.07%
11	2456	1197	32.77%	29	148	83.62%	35.12%

The total students reported in Attachment 3 represent students who met Full Academic Year criteria for Iowa's NCLB Accountability Plan

The Department of Education has a math program called Every Student Counts. We are currently reviewing the program to determine needed changes. At the same time we are reading research and identifying scientifically-based research practices.

#### **Alternate Assessment:**

The Department of Education has an alternate assessment in place. The alternate assessment is portfolio based and is based on alternate achievement standards. In order to support schools with its implementation, the Department has developed a web-site and provided ongoing training sessions in which the alternate assessments were scored. The Department worked with Measured Progress and ILSSA from the University of Kentucky during development and early implementation.

### **Participation:**

Prior to the regulations set forth by NCLB, not every student with a disability was required to take the assessment for state accountability (Iowa Test of Basic Skills=ITBS or Iowa Test of Educational Development=ITED). Testing participation was determined by the IEP team, as were the accommodations and modifications that participating students would receive. For those students with IEPs who did take the ITBS or ITED assessments, many were given "out-of-level" testing as a modification established by the IEP team. Tables 3 shows the biennium data of participation trends from 1998-2003.

**Table 3: Participation in Reading/Math Assessments – 2002-2003** 

Attachment 3 - Summary:

Section A. Enrollment Data for the Math Assessment

Section B. Participation of Students with Disabilities on Math Assessment

	Section B. I articipation of Students with Disabilities on Math Assessment									
			Students	Students	Students	Students	*Students	Students	Students	Students
			w/IEPs	w/IEPs	w/IEPs	w/IEPs	w/IEPs	w/IEPs	w/IEPs	without
Grade	Students	All	Reg Assess	Reg Assess	Alternate	Reg Assess-	No	Total	Participation	Disabilities
Level	w/IEPs	Students	on grade level	out of grade level	Assessment Full Acad	NOT Full Academic	Assessment	Test	Rate	Participation
			Full Acad Yr	Full Acad Yr	Yr	Year		Takers		Rate
4	4744	35179	4304	0	213	143	84	4660	98.23%	99.28%
8	5808	37506	5232	0	204	164	208	5600	96.42%	98.89%
11	4290	36732	3653	0	177	134	326	3964	92.40%	95.46%

<sup>\*</sup>Students with IEPs who did not take any assessment are reported in Column 8 of Attachment 3 as exempt for other reasons - Iowa does not currently have the ability to disaggregate this data by reason.

Section A. Enrollment Data for the Reading Assessment

Section B. Participation of Students with Disabilities on Reading Assessment

			Students	Students	Students	Students	*Students	Students	Students	Students
			w/IEPs	w/IEPs	w/IEPs	w/IEPs	w/IEPs	w/IEPs	w/IEPs	without
Grade	Students	All	Reg Assess	Reg Assess	Alternate	Reg Assess-	No	Total	Participation	Disabilities
Level	w/IEPs	Students	on grade level	out of grade level	Assessment Full Acad	NOT Full Academic	Assessment	Test	Rate	Participation
			Full Acad Yr	Full Acad Yr	Yr	Year		Takers		Rate
4	4745	35176	4297	0	214	139	95	4650	98.00%	99.46%
8	5800	37524	5256	0	206	165	173	5627	97.02%	98.97%
11	4284	36747	3639	0	176	129	340	3944	92.06%	95.55%

<sup>\*</sup>Students with IEPs who did not take any assessment are reported in Column 8 of Attachment 3 as exempt for other reasons - Iowa does not currently have the ability to disaggregate this data by reason

#### **Identification:**

Iowa has had a response to intervention process in place since 1994. The response to intervention process referred to as problem solving or solution-focused process is used for identification of students who are in need of intervention to be successful in school. The response to intervention process is based on the premise that students will be more successful if intervention is provided when problems first become evident. It is the process used for identification and prereferral intervention, as outlined in our state eligibility document.

### Targets (for 7/1/02-6/30/03)

The percentage of students with disabilities who score at the proficient levels in reading and math will increase in the grade levels established by NCLB. The proficiency gap between students with disabilities and their nondisabled peers will not increase.

## Explanation of Progress or Slippage (for 7/1/02-6/30/03)

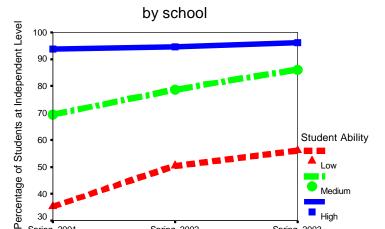
## Reading:

Student performance data was collected in three ways from the 31 participating schools:

- data from a sample group of low, medium, and high-ability students from each school was gathered for the external evaluation;
- data from each district's annual report; and
- data and analysis provided the Department's Reading Team by participating schools as part of their efforts to engage in actions necessary to improve student achievement.

The schools were effective in improving student achievement. Using data from the external evaluation, the overall percentage of students reaching independent levels of reading increased from 2000-2001 to 2002-2003 and the gap between historically highachieving and low-achieving students was narrowed. Table 1, taken from the final external evaluation report, shows the percentage of students proficient in comprehension over three years. The three lines represent students from a sample group identified as high-, medium-, and low-ability readers at the beginning of the period. These students were identified by their classroom teachers at the beginning of effort.

Table 1 Percentage of Students at Independent Level **Comprehension Subtest of the Basic Reading Inventory** 



Spring, 2003

**BRI** Comprehension

In their final reports, districts were required to report student performance data for each building participating in the reading initiative. The purpose for gathering student performance data at the building level is related to the reading initiative focus areas of building capacity of school teams to engage in actions that result in gains in student achievement and building capacity across the state to improve instruction. To know

Spring, 2002 TIME

Spring, 2001

whether a school's efforts have resulted in student achievement gains requires the intentional study of each school's student performance data.

Data from district final reports shows that 25 of the 31 schools reported schoolwide gains in reading achievement. Six of the schools reported no gains or losses in reading achievement.

Schools were rated according to the level of their implementation of the actions necessary to improve student achievement. These ratings (high, moderate, and low) were then juxtaposed against the available student performance data to create Table 2. The table shows that a larger percentage of schools reaching high levels of implementation for at least one year reported student performance gains than the schools reaching only moderate levels of implementation for at least one year (but never a high level of implementation). This would indicate that schools with high levels of implementation are more likely to make gains in student performance than schools with moderate levels of implementation.

In determining the level of implementation, one decision point was how well the school team used available student performance and staff implementation data to make decisions, including decisions related to future professional development activities and instruction. The three concepts addressed in that decision point—studying and using data, professional development, and instruction—align with the foundational components of structured school improvement used in the operational design of the effort. The three foundational components of structured school improvement are:

- Engaging in Quality Professional Development,
- Focusing on Instruction, and
- Studying and Using Student Performance and Staff Implementation Data.

Table 2 shows schools with gains in student achievement in relation to level of implementation.

Table 2
Level of Implementation and Student Performance
Gains (by School)

N = 31 reading initiative schools	High Level of Implementation (N=12)	Moderate Level of Implementation (N= 12)	Schools with insufficient implementation data (N=7)
Schools with gains in student performance (N=25)	11 (92%)	9 (82%)	5 (57%)
Schools with no gains in student performance (N=6)	1	2	3

#### Math:

The Department of Education is in the beginning stages of redesigning our a math program called Every Student Counts. It is a math initiative for middle and high school students. The Department is working with colleges, universities, local school districts, and area education agencies. The program will be redesigned incorporating professional development research and research-based strategies.

#### **Alternate Assessment:**

An Educator's Guide was developed and used to provide technical assistance, consultation, and training to teachers compiling student portfolios.

NCEO conducted a first year implementation evaluation of Iowa's alternate assessment process. Their evaluation indicated that Iowa had a sound system and should stay the course for three to five years before making substantial modifications to the process. Minor changes were incorporated into the Revised Educator's Guide. NCEO will be conducting the evaluation of our process for the 2003-2004 school year.

The Department of Education is part of a state consortium for improvement assessment of students with the most severe disabilities. The consortium is a multi-state special education collaborative, supported primarily through external (federal grant) funding. The focus will be to improve assessment for students who participate in alternate assessment activities to ultimately improve instruction and outcomes for those students.

### **Participation:**

The participation rates for 4<sup>th</sup> and 8<sup>th</sup> grades in both reading and math meet No Child Left Behind criteria. Grade 11 is below 95% participation. The area education agencies and local school districts have been informed of the need to include all students in assessments.

#### **Identification:**

The response to intervention process is used by our area education agencies (AEAs) for identification and prereferral activities for individual students. The Department reviewed the practices of each AEA and aggregated the data to look at statewide implementation. A group of stakeholders were convened and cases were analyzed from each AEA. The group of stakeholders made the recommendation that individual based problem solving was effective. In response to the new requirements of schools for No Child Left Behind, a second stakeholder group was convened to examine using the problem solving/solution-focused process with groups of children. This group intervention process is aligned with the instructional process used in our reading and math initiatives. It is called the instructional decision making model. Stakeholders worked during the summer of 2003 to define the process that will work with our response to intervention process. The state will

then have a continuum of intervention processes; one focused on individual and one on the group.

## **Projected Targets (for 7/1/03-6/30/04)**

The percentage of students with disabilities who score at the proficient levels in reading and math will increase in the grade levels established by NCLB. The proficiency gap between students with disabilities and their nondisabled peers will not increase.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

### Reading:

Iowa's *Struggling Reader Project* will review research that has proven successful in supporting older readers (middle and high school) become more proficient in reading. This initiative is in the initial stages. It will commence next school year (2004-05).

The Reading First Initiative is a three-year initiative and therefore will continue to monitor the performance of students receiving special education services in the five component areas of reading.

The fifty-five schools participating in Iowa's Reading First program are currently collecting data on student performance in their respective buildings on five component areas of a comprehensive reading program. These components are: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

#### Math:

Every Student Counts is a middle school math initiative supported by the Iowa Department of Education and all 12 area education agencies. This program will provide support, training and technical assistance regarding the implementation of research-based math strategies in both general education and special education.

#### **Alternate Assessment:**

Develop capacity of the area education agency system to maintain and implement the alternate assessment system.

Conduct an evaluation of the alternate assessment system.

The nine-state Collaborative Enhanced Assessment Grant will complete activities as outlined in our federal grant application. Draft standards and benchmarks have been developed. Assessment modules have been drafted. Iowa is the lead agency for the Instructionally Embedded Assessments, while Colorado is the lead for the Performance Task Assessments. Work teams for both assessments are currently working to refine both

assessments. Alpha and Beta tests will be conducted during the Winter of 2004. The pilot test will be conducted during the Fall of 2004. Each state is in the process of recruiting teachers and students.

### **Participation:**

Provide information to stakeholders about appropriate accommodations and modifications.

Enhance assessment options for students by developing another assessment for students based on grade level achievement standards.

### **Identification:**

Define and develop documents defining Instructional Decision Making Model.

Pilot the Instructional Decision Making Model in four sites.

Develop training materials for the Instructional Decision Making Model.

# **Projected Timelines and Resources (for 7/1/03-6/30/04)**

## Reading:

The *Struggling Reader* project will be proposed in March 2004 and implemented in the fall. It will provide professional development in scientifically-based research to teachers in middle school, junior highs, and high schools throughout Iowa through training supported by local Area Education Agencies.

The Reading First initiative will use the Phonological Awareness Test (PAT) to assess phonemic awareness in the fall of 2003 and spring of 2004 at the kindergarten and first grade level. Additionally, the PAT is used to assess phonics in the spring of 2004 for kindergarten and in the fall 2003 and spring 2004 for first grade and second grade.

The Basic Reading Inventory (8<sup>th</sup> Edition) provides information on student performance in the areas of fluency and comprehension. This assessment is given in the spring of 2004 in first grade and in the fall 2003 and spring 2004 in second and third grade.

Finally, the Iowa Test of Basic Skills provides buildings with information on student performance in the areas of vocabulary, comprehension, and reading total. This assessment is given according to the districts administration calendar in third and fourth grade.

Schools are required to submit their assessment results on or before November 10, 2003 and April 30, 2004 on the Iowa Reading First Data Collection Center web site designed by Psychology in Education Research Lab (PERL) at Iowa State University. These

results are then compiled by PERL and sent to the Iowa Department of Education, Bureau of Instructional Services. The results are then provided to the district for their own use in determining on-going professional development opportunities for their staff in an effort to continue to improve student achievement in reading and to the Department's Reading Team liaison to assist team members in providing support to Area Education Agency consultants involved in the Statewide Reading Team (SWRT) who support the Reading First building efforts.

Assessment results are provided in an aggregated form for all students as well as disaggregated by subgroups. One subgroup report is for students with disabilities. Information on students with disabilities will be completed with Fall 2003 data by PERL in March 2004. This information will provide baseline data on students with disabilities in the five component areas of reading. In May 2004, PERL will complete these same tables with spring data to determine student achievement growth in the five component areas of reading. Schools will then analyze the results across the year, in conjunction with the Reading Team Liaison, and provide the Iowa Department of Education, Bureau of Instructional Services with their results by June 30, 2004.

Reading First schools are also required to submit data on individual students who have been involved in the referral process this academic year, and of those students, which are placed in special education services. This information is then compiled by PERL on the Table.

#### Math:

Ongoing discussions and planning have been occurring regarding *Every Student Counts*. Implementation of this initiative will occur sometime in the coming months. Presently, an established timeline for implementation is still in development.

Redesign *Every Student Counts* professional development model using staff from the institutes of higher education, area education agencies and Department of Education by June, 2005.

### **Alternate Assessment:**

Alternate assessment training and scoring will be completed by June 2004 with the assistance of ILSSA, AEAs and local school districts.

The alternate assessment system will be evaluated by NCEO and completed in the fall of 2003.

The Enhanced Assessment Grant will have standards and benchmarks. Assessment modules will be developed and teachers will be trained by June 2004. This will be in collaboration with nine other states, ILSSA, Measured Progress, and state staff.

## **Participation:**

Current document on web-site regarding accommodations will be reviewed by June 2004 by state staff and stakeholders.

A plan will be in place for the development of an assessment on grade level achievement standards for students with disabilities by June 2004, with the assistance of Iowa Testing Program and state staff.

## **Identification:**

Area education agencies (AEAs), local education agencies (LEAs), the Special Education Advisory Panel, parents, and state staff will develop documents articulating the Instructional Decision Making Model by June 2004.

The AEAs, LEAs, and state staff will implement pilots through June 2005.

The AEAs, LEAs, and state staff will develop Instructional Decision Making training materials by June 2004.

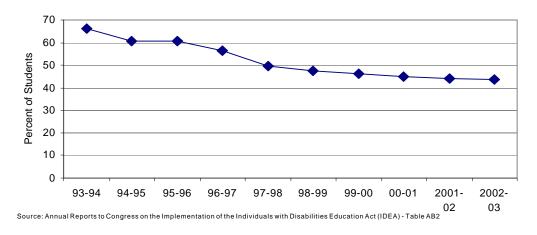
### **Performance Indicator:**

5. Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

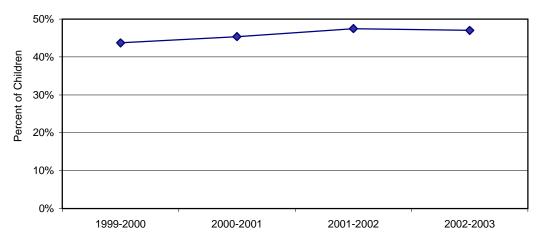
Iowa's LRE data is at the national average; however, the trend is downward since 1993-94. Iowa has examined LRE in numerous ways because of the trend. A Continuum Task Force (CTF) was convened by the Department of Education in September of 2001 and met monthly until March of 2002. The CTF recommended that the Department conduct a study of the LRE continuums in all of our AEAs/LEAs. In addition the group recommended that AEAs and the SEA develop a monitoring process to ensure the availability of a continuum of placements in Iowa.

# Percentage of Iowa Children Ages 6-21 with Disabilities Served Outside Regular Class Less Than 21% of Time



The LRE data for students ages 3-5 is below the national average. It is, however, showing a slight increase since 1999-2000. A group of stakeholders was formed and a document was created titled *3-4-5 Thrive*. Its purpose was to provide guidance to the field on how to serve children with disabilities in general education settings.

# Percent of Iowa Children Ages 3-5 with Disabilities Served in Less Restrictive Environments (Early Childhood Setting, Home, Part-time/Part-time, and Reverse Integration Settings)



Source: Annual Reports to Congress

# Targets (for 7/1/02-6/30/03)

Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

# Explanation of Progress or Slippage (for 7/1/02-6/30/03)

### **Data Collection:**

The monitoring process revealed that there was inconsistent recording of LRE data on IEPs. This was evident for birth-21. The Department data team has worked on refining codes and providing assistance to data entry personnel. Meetings were held with area education agency and local education agency staff.

The Department began a study of the continuum of programs across the state.

### **Technical Assistance:**

Ongoing staff development has been provided for implementation of guidance included in 3-4-5 Thrive.

## **Projected Targets (for 7/1/03-6/30/04)**

Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

## Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

#### **Data Collection:**

Continued discussion with our Special Education Directors and Coordinators about IEP team LRE decision making will lead to continued refinement of our AEA/LEA monitoring process, particularly data collection and analysis procedures. A 619 ad hoc committee has been formed to increase the reliability of the data regarding early childhood educational setting codes. An electronic web-based IEP that will automatically and accurately calculate LRE percentages will be field-tested.

The Department will complete the study of the LRE continuum.

#### **Technical Assistance:**

There will be ongoing training for implementation of 3-4-5 Thrive.

Iowa will develop quality program standards for preschools in order to improve programs. This will enhance their ability to provide a full continuum of options ensuring placements in the LRE.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

### **Data Collection:**

Study of our Information Management System (IMS) data system will be ongoing until May of 2006. Bureau and IMS staff will be required to refine and complete the evaluation of this system. The ad hoc 619 committee composed of state, area education agency, and local education agency personnel will complete their work in 2005.

#### **Technical Assistance:**

The Early Learning Work Team review of the Quality Program Standards will be completed by the end of the 2004-2005 school year with the support of the Department's early childhood staff. Technical assistance on *3-4-5 Thrive* will be ongoing by the early childhood staff.

### **Performance Indicator:**

6. The early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

### **Baseline/Trend Data (for 7/1/02-6/30/03)**

## **Kindergarten Perception Survey:**

Iowa's kindergarten teachers have completed a Kindergarten Perception Survey at the beginning of the school year. The purpose of this assessment is to ascertain a general perception of the overall classroom of students' entry-level skills for five areas: motor, communication, cognitive, social/emotional and self-management. The teacher subjectively indicates the percentage of students meeting skills for each category. The following chart indicates the statewide aggregated data for all kindergarteners in 2002-03.

Iowa does not have a consistent measure for determining language/communication, prereading, and social-emotional skills.

	Kindergarten Perception Survey 2002-2003									
Motor Communication Cognitive Social/Emotional Self-Management										
Rarely	6.10%	11.80%	8.00%	6.50%	7.90%					
Sometimes	14.10%	22.10%	17.40%	14.70%	18.10%					
Frequently	28.40%	30.20%	29.60%	27.30%	29.60%					
Consistently	51.44%	35.98%	45.08%	51.57%	44.40%					

Data are not collected on individual students and cannot be disaggregated by disability.

# **Every Child Reads:**

The Every Child Reads Birth to Kindergarten (ECR-BK) is a statewide collaborative effort sponsored by the Iowa Department of Education and supported with the State Improvement Grant. The goal of ECR-BK is to expand the capacity of early care and education providers to promote language, reading, and writing resulting in enhanced literacy development prior to kindergarten. Expected results are to: (1) increase the percent of children entering kindergarten ready to read, and (2) decrease the number of referrals to specialized services in language, reading, and writing by third grade.

In the spring of 2002, 44 children (22 males & 22 females) who had attended a community based early childhood program where the staff had received ECR BK training participated in a pilot personal story telling study measured by the total words spoken. These children ranged in age from 4 years, 7 months to 6 years, 1 month. All of the children would enter kindergarten in the fall. Each child was asked to tell three personal

stories. The total words spoken ranged from 4 to 241 words. The mean of the median score for all stories combined was 89 words.

Iowa does not have a consistent data collection for language/communication, pre-reading, and social-emotional skills.

## Targets (for 7/1/02-6/30/03)

Develop a data gathering system to measure the progress of preschool children with disabilities receiving special education services in language/communication, pre-reading, and social-emotional skills.

## Explanation of Progress or Slippage (for 7/1/02-6/30/03)

### **Kindergarten Perception Survey:**

The Kindergarten Perception Survey is a group perceptual assessment completed by kindergarten teachers at the beginning of the school year. The tool has limitations for interpretation since data cannot be disaggregated by sub-groups of children (i.e. children who received Early Childhood Special Education services prior to entering kindergarten). Also, it is not an individual child assessment but rather a broad-based assessment and subjective to the kindergarten teacher's perception. Due to the limitations of obtaining data on sub-groups of children, the state is in the process of selecting a more reliable assessment to measure the language/communication, pre-reading, and social-emotional skills of kindergarten children.

### **Every Child Reads:**

The ECR-BK Personal Story Telling Study was a pilot conducted in one geographic area of the state. The results of the pilot study measured language/communication and prereading skills, but not social-emotional skills. In addition, it was concluded that other measures need to be used to assess children's personal story telling skills since the range of the total words spoken varied greatly.

# **Projected Targets (for 7/1/03-6/30/04)**

Develop a data gathering system to measure the progress of preschool children with disabilities receiving special education services in language/communication, pre-reading, and social-emotional skills.

#### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

#### **Early Childhood Assessment:**

The Department of Education is in the process of selecting an early childhood assessment. An Early Childhood Assessment Work Group has developed guiding principles and recommendations for development of an assessment system that will guide the decision-making in the selection of a more reliable assessment.

The selection of an Early Childhood Assessment will provide reliable data regarding the progress of preschool children with disabilities receiving special education services. This assessment will provide the Iowa Department of Education with the capability of gathering data that can be disaggregated by sub-groups (i.e. children who received Early Childhood Special Education services prior to kindergarten).

#### **Information Management System:**

Iowa has an initiative, Individualized Education Program (IEP) Results, that provides data on students' performance for their IEP goals. Goals are reviewed and three decisions are made per goal in the following areas:

- 1. Comparison to Peers
- 2. Independence Conclusion
- 3. Goal Status

These data are recorded on the IEP and entered in the Information Management System (IMS). The IEP Results initiative has primarily focused on data for students 6 to 21 years of age. The data are not being consistently collected for preschool children receiving Early Childhood Special Education (ECSE) services. Therefore, Iowa's IMS will be studied to determine how the data collected through that system could be used to measure the progress of preschool children with disabilities receiving special education services in language/communication, pre-reading, and social-emotional skills.

#### **Language/Literacy Assessment:**

Area Education Agency Speech-Language Pathologists (SLPs) will gather benchmark data on kindergarteners' oral narrative skills to establish statewide peer comparisons for curriculum based assessment measures to improve language/literacy skills. Iowa views language/literacy skills as essential for pre-reading skills and student achievement. A method will be developed to analyze these data.

Cluster B-IV: FAPE in the LRE

#### Projected Timelines and Resources (for 7/1/03-6/30/04)

#### **Early Childhood Assessment:**

The Early Childhood Assessment will be selected by June 2004. The Early Childhood Assessment will be piloted during the 2004 – 2005 school year. Following a pilot of the assessment, a plan will be implemented in order to administer it in Iowa's local education agencies. The Department of Education state staff will provide technical assistance and support.

#### **Information Management System:**

The Department of Education state staff will work with the staff supporting the Information Management System in order to analyze the data that are currently being collected through June 2004. This will be a multi-year project involving the analysis of the data collected by the IMS and potentially the refinement of this system to collect the needed data.

#### Language/Literacy Assessment:

The Department of Education state staff will be responsible for the collection and analysis of kindergarten oral narrative data. Area education agency SLPs will submit the data to the state for analysis in May of 2004.

Cluster B-IV: FAPE in the LRE

## **Cluster Area B-V: Secondary Transition**

### **State Goal:**

The percentage of youth with disabilities participating in post-school activities is comparable to that of youth without disabilities participating in post-school activities.

## **Performance Indicators:**

- 1. Iowa has an accountability system in place for state transition activities.
- 2. Improve the implementation and documentation of the secondary transition process.

### **Performance Indicator:**

1. Iowa has an accountability system in place for state transition activities.

#### **Baseline/Trend Data (for 7/1/02-6/30/03)**

Statewide outcome data were collected in 1986 and 1994. Statewide longitudinal data have not been available since 1994 as indicated by the 2000 Iowa Self-Assessment of Special Education and Early Intervention Services. Recommendations were made in the report to develop an ongoing system of data collection and analysis for state transition activities and outcome data.

	Year of Data Collection			
Outcome Area	1986	1994		
	(%)	(%)		
Employed	70	82		
Some type of post-secondary	34	60		
Other Meaningfully engaged	9	7		
Not Meaningfully engaged	22	9		

### Targets (for 7/1/02-6/30/03)

Complete the development of an accountability system.

#### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

To measure the quality of short-term progress towards establishing a statewide accountability system, intermediate targets were identified. Progress will be determined by the documentation of:

- Identified standards and indicators. The standards and indicators were developed using Friedman's Results Based Accountability Model (2001). The standards are conditions of well-being for youth with disabilities. The indicators are measures which help to quantify the achievement of the standards.
- Identified data sources and measurement procedures. Existing data sources were
  identified and reviewed for alignment with the identified indicators. Existing data
  sources included Division of Vocational Rehabilitation Services databases, Iowa
  Regents Freshman Report, Iowa Workforce Development databases, and
  comprehensive school improvement data.

A statewide work group of representative stakeholders (parents, transition and work experience coordinators, area education agency administrators, vocational rehabilitation, higher education and the SEA) identified two standards (broad results) and eight

corresponding indicators (measures). The identified standards and indicators and corresponding data sources are:

Standard 1: Students with disabilities will achieve in school.

Indicator	Source
% Receiving regular diploma	Information Management System
% Dropping out	Information Management System
% Proficient at 8 <sup>th</sup> grade	Web-site
Math	
Reading	
Science	
% Proficient at 11 <sup>th</sup> grade	Web-site
Math	
Reading	
Science	
% Progressing on IEP goals	Information Management System

Standard 2: Youth will disabilities will be successful after school.

Indicator	Source
% Working greater than or equal to 25	No existing data source.
hours and earning at least minimum	Follow-up procedures in
wage.	development.
% Enrolled in any type of postsecondary	No existing data source.
education.	Follow-up procedures in
	development.
Parent expectations for:	AEA Self-assessment
Attending post-secondary	DOC: Parent Interview
Living away from home	
Having a paid job	

#### **Projected Targets (for 7/1/03-6/30/04)**

Complete the development of an accountability system.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

Activities for the development of an accountability system will focus on piloting the system and developing a reporting format. The work group will continue to meet and work on project activities. Specific activities to identify viable data sources, pilot the accountability system, and develop a reporting format include:

- Use data sources to compile data for sample profiles of two districts.
- Review sample profiles of two districts to determine validity of data and usefulness for making educational decisions.
- Refine indicators and measurement procedures.

- Develop instrumentation and procedures for conducting follow-up studies that will result in statewide data.
- Identify pilot sites.
- Develop evaluation procedures for pilot of accountability system.
- Pilot accountability system within districts, collecting evaluation data.
- Develop a format to report data back to districts.

### Projected Timelines and Resources (for 7/1/03-6/30/04)

Future efforts will include refining the system based on the findings of the pilot and the first phase of statewide implementation, including development of a state transition improvement plan. Intermediate measures of progress towards establishing a statewide accountability system for the 7/1/04-6/30/05 reporting period will be the percentage of:

- variables of the system actually used to create a statewide improvement plan
- districts participating in the accountability system
- districts using outcome data for improvement planning

Activities projected for the 7/1/04 - 6/30/05 reporting period include:

- Summarize pilot data and report back to districts
- Evaluate district use of data
- Review evaluation data.
- Refine indicators, data sources, measurement procedures and reporting format as needed.
- Based on evaluation data and necessary changes, broaden piloting of accountability system or develop procedures for statewide implementation.

#### **Performance Indicator:**

2. Improve the implementation and documentation of the secondary transition process.

#### **Baseline/Trend Data (for 7/1/02-6/30/03)**

The 2000 Iowa Self-Assessment of Special Education and Early Intervention Services revealed that documentation of secondary transition services within the IEP varied considerably. Once the statewide accountability system is in place, data will be available to systematically review the implementation and documentation of secondary transition services. Until such time, however, several critical variables were selected from Iowa's self-assessment to review intermediate progress.

Documentation Area	% of IEPs 1999-00	% of IEPs 2000-01
Student preferences and interests	45	49
Post-school outcome statements in:		
Living	21	No data
Learning	47	collected
Working	49	
Course of Study	32	40
Link vision, course of study, goals, and services	16	41
Include transition needs within the IEP	31	48
Age 14		No data
Employment outcome statement	35	collected
PLEP related info	2	

The Iowa self-assessment in 2000 also revealed that students with disabilities cannot adequately describe their disability nor request the accommodations they need. Interviews with 170 students found that 37% could very clearly describe the accommodations they have used and another 31% could adequately describe them. Both the accommodations and the reasons they needed the accommodations could be described by 12% of the 170 students. In an area education agency (AEA) follow-up study, it was found that 18% of individuals who had been out of school 6 months could clearly describe their disability. This number increased to 28% for individuals who had been out of school 2 years. There are no data identifying the extent to which students request supports and accommodations when needed. Additionally, representatives from adult agencies and post-secondary institutions reported that students are unable to describe the reasons they need an accommodation and the types of accommodations they need.

Finally, the number of AEAs providing work experience services to local education agencies has decreased since 1998. In 1998, 80% of the AEAs provided work experience coordinator services, by 2001 that number had dropped to 67%. No data are available to describe the types of employment preparation that youth with or without disabilities are offered or access.

### Targets (for 7/1/02-6/30/03)

IEPs will correctly document the planning of transition services.

### Explanation of Progress or Slippage (for 7/1/02-6/30/03)

State activities for improving implementation outlined in the state improvement plan include: (1) improving the identification, documentation and self-determined use of accommodations; and (2) identifying the status of employment preparation received by Iowa youth. Targets for measuring the efforts of all of these activities are:

- Reduce number of variations of the IEP form to one statewide IEP.
- Increase percent of IEPs that:
  - 1. document use of student preferences and interests;
  - 2. document post-school outcomes of living, learning, and working;
  - 3. document course of study;
  - 4. link vision, course of study, goals and services;
  - 5. include transition needs within the IEP; and
  - 6. include transition needs beginning at age 14.
- Documentation of a workscope for:
  - 1. identification and use of appropriate classroom accommodations,
  - 2. documentation of the results of using accommodations, and
  - 3. increasing student self-determined use of accommodations.
- Documentation of instrumentation and methodology for, and data from, sites piloting the employment preparation received by Iowa youth.

All targets were met for this reporting period. The number of variations of IEP forms (n=15 -- 1 for each AEA) was reduced to one form, which is implemented statewide. The new form dedicated space to student preferences and interests and course of study. Training materials were developed that included clarification of procedures for secondary transition planning. A train-the-trainer model was used to get the information to the local education agency level. The following table shows an increase in the percentage of IEPs that documented the six critical parts of transition planning during the reporting period.

Documentation Area	% of IEPs 2002-2003
Student preferences and interests	78
Post-school outcome statements in:	
Living	74
Learning	74
Working	82
Course of Study	60
Link vision, course of study, goals, and services	71
Include transition needs within the IEP	57
Age 14	
Employment outcome statement	71
PLEP related info	35

Cross-stakeholder groups met approximately 10 times to develop a workscope regarding the identification, documentation and self-determined use of accommodations. These groups included representatives of each of the three Regents institutions, community colleges, vocational rehabilitation, and AEA and LEA staff. The breadth, depth and inter-connections of the activities resulted in a joint application for an OSEP model demonstration project. A contract was awarded to Pat Sitlington at the University of Northern Iowa for the study of the status of employment preparation received by Iowa youth. Methodology and instrumentation were designed and piloted in three districts. Data were collected and entered for analysis. Further, the percentage of AEAs providing work experience services dropped to 45%.

### **Projected Targets (for 7/1/03-6/30/04)**

IEPs will correctly document the planning of transition services.

### Future Activities to Achieve Projected Targets/Results (for 7/1/03-6/30/04)

Measures of the efforts of training and infusion of the six critical parts of transition planning into the accountability system will be the:

- Documentation of a web-based system that includes the six critical parts of transition planning.
- Percent of districts successfully using the web-based system.
- Increased % of IEPs that:
  - 1. document use of student preferences and interests;
  - 2. document post-school outcomes of living, learning, and working;
  - 3. document course of study;
  - 4. link vision, course of study, goals and services;
  - 5. include transition needs within the IEP; and
  - 6. include transition needs beginning at age 14.
- Percent reliability between web-based data and incremental measures on six critical parts of transition planning.

Activities for improving the documentation of transition services will focus on inclusion of the six critical measures into a web-based self-assessment process completed by one-fifth of the LEAs as they prepare for a school improvement review. Until this system is completed, intermediate measures will continue to be collected.

Measures of the efforts of activities towards the identification, documentation, and self-determined use of accommodations include:

- Documentation of plans of two high schools to implement self-determination as a component of their overall school improvement.
- Documentation of a framework for disability support services providers to use in determining documentation needs.
- Documentation of a form that improves the relevance and quality of information shared between high schools and post-secondary institutions.

 Documentation of a training plan and materials for parents and secondary educators on the differences between high school and college, and accommodations versus modifications.

Activities for the identification, documentation and self-determined use of accommodations will include:

- Piloting self-determination in two high schools--planning year.
- Developing a framework for disability support services documentation procedures in the state of Iowa.
- Developing an information sharing form to improve the relevance and quality of information shared between high schools and post-secondary institutions.
- Developing a training plan and materials on accommodations and modifications.

Measures of the efforts to identify the status of employment preparation received by Iowa youth will be the documentation of:

- Revised instrumentation and procedures
- A data management system
- A sampling plan
- Data from field-test sites

Efforts to identify the status of employment preparation received by Iowa youth will focus on:

- Summarizing and reviewing pilot findings
- Revising instrumentation and procedures
- Developing a sampling plan
- Establishing a data management system
- Field testing the full procedures

#### **Projected Timelines and Resources (for 7/1/03-6/30/04)**

Future documentation efforts will include refining the system until data received from local education agencies during the self-assessment is reasonably reliable. Until that system is completed, intermediate measures will continue to be collected and reported in the same fashion as reported here.

Efforts to improve the identification, documentation and self-determined use of accommodations will involve implementation of the training plan, and piloting the disability support services documentation framework and information sharing form.

Collection of statewide data that identify the status of the employment preparation received by Iowa youth is targeted for summer 2005. Once these data are collected, they will be used to make recommendations to improve the employment preparation offered to, and accessed by Iowa youth with the ultimate result of increasing the employment outcomes of Iowa youth.

State of	IOWA	
State Of	IOVVA	

### **ATTACHMENT 1**

### Cluster Area I: General Supervision

# Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data (Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, General Supervision, Cell I, Baseline/Trend Data)

			Ia: Formal Complaints			
(1) July 1, 2002 - June 30, 2003 (or specify other reporting period:// to/)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of://_ (enter closing date for dispositions)
TOTALS	5	2	0	3	4	0

	Ib: Mediations								
(1) July 1, 2002 - June 30,	Number of	Mediations	Number of Media	(6) Number of Mediations					
2003 (or specify alternate period:// to/)	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	Pending as of:				
TOTALS	33	5	31	5	0				

		Ic: Due Process Hearings		
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: // to//)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of:// (enter closing date for dispositions)
TOTALS	16	3	0	1

State of	IOWA	

### **ATTACHMENT 2** Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

## **Disproportionality Baseline/Trend Data**

shaded cells indicate over-repres	entation: b	old cells ind	licate under-	-representa	ation.						
Column A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	Col I	Col J	Col K	Col L
00.0	All	White	% White	Black	% Black	Hisp	% Hisp	Asian	% Asian	Am Ind	% Am In
1999-00			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		75 = 151511		75 7 110		70 7 70 70 70 70 70 70 70 70 70 70 70 70		7.0
PK-12 Enrollment*	542445	494594	91.18%	19682	3.63%	16624	3.06%	8965	1.65%	2580	0.48%
IEP Students ages 6-21**	66369	59805	90.11%	3856	5.81%	1784	2.69%	519	0.78%	405	0.61%
Accept. IEP % Range - Low †			72.94%		2.90%		2.45%		1.32%		0.38%
Accept. IEP % Range - High †			109.41%		4.35%		3.68%		1.98%		0.57%
2000-01											
PK-12 Enrollment*	538547	488046	90.62%	20278	3.77%	18520	3.44%	9068	1.68%	2635	0.49%
IEP Students ages 6-21**	66879	59817	89.44%	4026	6.02%	2053	3.07%	546	0.82%	437	0.65%
Accept. IEP % Range - Low †			72.50%		3.01%		2.75%		1.35%		0.39%
Accept. IEP % Range - High †			108.75%		4.52%		4.13%		2.02%		0.59%
2001-02											
PK-12 Enrollment*	532151	479101	90.03%	20781	3.91%	20547	3.86%	8981	1.69%	2741	0.52%
IEP Students ages 6-21**	67597	60048	88.83%	4264	6.31%	2285	3.38%	562	0.83%	438	0.527
Accept. IEP % Range - Low †	01001	00040	72.02%	7207	3.12%	2200	3.09%	302	1.35%	400	0.41%
Accept. IEP % Range - High †			108.04%		4.69%		4.63%		2.03%		0.62%
2002-03											
PK-12 Enrollment*	523721	468266	89.41%	21183	4.04%	22353	4.27%	9206	1.76%	2713	0.52%
IEP Students ages 6-21**	67790	59610	87.93%	4593	6.78%	2574	3.80%	579	0.85%	434	0.64%
Accept. IEP % Range - Low †			71.53%		3.24%		3.41%		1.41%		0.41%
Accept. IEP % Range - High †			107.29%		4.85%		5.12%		2.11%		0.62%

<sup>\*</sup> From Iowa Condition Of Education - Public and nonpublic schools

\*\* From OSEP 618 Tables - All disabilities ages 6-21

† Acceptable range for IEP % was calculated using the 20% Rule (+/- 20% of the PK-12 Enrollment)

#### **ATTACHMENT 2**

#### Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

## **Disproportionality Baseline/Trend Data**

#### Iowa APR Attachment 2 Page 2 Shaded cells indicate over-representation; bold cells indicate under-representation Col B Col C Col F Column A Col D Col E Col G Col H Col I Col J Col K Col L All White % White Black % Black Hisp % Hisp Asian % Asian Am Ind % Am Ind 1999-00 By Educ Environment 16624 PK-12 Enrollment\* 542445 494594 91.18% 19682 3.63% 3.06% 8965 1.65% 2580 0.48% Outside Regular Class < 21%\*\* 31544 29293 92.86% 1230 3.90% 653 2.07% 232 0.74% 136 0.43% Outside Regular Class 21-60%\*\* 5.04% 0.65% 22299 1124 0.77% 20104 90.16% 754 3.38% 171 146 Outside Regular Class > 60%\*\* 10095 8447 83.68% 1146 11.35% 309 3.06% 91 0.90% 102 1.01% Accept. IEP % Range - Low † 0.38% 72.94% 2.90% 2.45% 1.32% Accept. IEP % Range - High † 109.41% 4.35% 3.68% 1.98% 0.57% 2000-01 By Educ Environment 488046 PK-12 Enrollment\* 538547 90.62% 20278 3.77% 18520 3.44% 9068 1.68% 2635 0.49% Outside Regular Class < 21%\*\* 30195 27822 92.14% 1253 4.15% 753 2.49% 231 0.77% 136 0.45% Outside Regular Class 21-60%\*\* 5.23% 0.78% 24236 21734 89.68% 1267 867 3.58% 190 178 0.73% Outside Regular Class > 60%\*\* 9911 82.85% 11.45% 357 1.02% 107 1.08% 8211 1135 3.60% 101 Accept. IEP % Range - Low † 72.50% 3.01% 2.75% 1.35% 0.39% Accept. IEP % Range - High † 4.13% 108.75% 4.52% 2.02% 0.59% 2001-02 By Educ Environment 532151 20781 20547 2741 PK-12 Enrollment\* 479101 90.03% 3.91% 3.86% 8981 1.69% 0.52% 0.82% Outside Regular Class < 21%\*\* 29938 27526 91.94% 1247 4.17% 787 2.63% 246 132 0.44% Outside Regular Class 21-60%\*\* 21997 5.98% 1008 24881 88.41% 1489 4.05% 196 0.79% 191 0.77% Outside Regular Class > 60%\*\* 11.35% 0.92% 10228 8454 82.66% 1161 418 4.09% 101 0.99% 94 Accept. IEP % Range - Low † 72.02% 3.12% 3.09% 1.35% 0.41%

4.69%

4.63%

108.04%

Accept. IEP % Range - High †

2.03%

0.62%

State of IOWA	
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## ATTACHMENT 2 Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

## **Disproportionality Baseline/Trend Data**

2002-03 By Educ Environment											
PK-12 Enrollment*	523721	468266	89.41%	21183	4.04%	22353	4.27%	9206	1.76%	2713	0.52%
Outside Regular Class < 21%**	29625	27053	91.32%	1317	4.45%	893	3.01%	233	0.79%	129	0.44%
Outside Regular Class 21-60%**	25435	22225	87.38%	1662	6.53%	1142	4.49%	212	0.83%	194	0.76%
Outside Regular Class > 60%**	10323	8423	81.59%	1240	12.01%	466	4.51%	106	1.03%	88	0.85%
Accept. IEP % Range - Low †			71.53%		3.24%		3.41%		1.41%		0.41%
Accept. IEP % Range - High †			107.29%		4.85%		5.12%		2.11%		0.62%

<sup>\*</sup> From Iowa Condition Of Education - Public and nonpublic schools

<sup>\*\*</sup> From OSEP 618 Tables - All disabilities ages 6-21

<sup>†</sup> Acceptable range for IEP % was calculated using the 20% Rule (+/- 20% of the PK-12 Enrollment)

STATE: <u>IOWA</u>
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#### SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	4744	35179
5		
6		
7		
8	5808	37506
HIGH SCHOOL (SPECIFY GRADE:11)	4290	36732

STATE:	<u>IOWA</u>	

#### SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

		SABILITIES WHO TOOK REG E LEVEL ACHIEVEMENT ST		STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL			
GRADE LEVEL	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)	
3							
4	4304	0	0	0	0	0	
5							
6							
7							
8	5232	0	0	0	0	0	
HIGH SCHOOL (SPECIFY GRADE:	3653	0	0	0	0	0	

Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.
 Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR/SUBMISSION REQUIREMENTS: 2002-2003 (OMB NO: 1820-0624 / 01/30/07)

STATE:	IOWA	
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#### SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

	STUDENTS \	WITH DISABILITIES WHO	O TOOK ALTERNATE AS	STUDENTS WH	O DID NOT TAKE ANY	ASSESSMENT	
GRADE LEVEL	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	213	213	0	0	0	0	84
5							
6							
7							
8	204	204	0	0	0	0	208
HIGH SCHOOL (SPECIFY GRADE:	177	177	0	0	0	0	326

<sup>\*</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

<sup>&</sup>lt;sup>1</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>&</sup>lt;sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

<sup>\*</sup> Students with IEPs who did not take any assessment are reported in Column 8 of Attachment 3 as exempt for other reasons. Iowa does not currently have the ability to disaggregate this data by reason

STATE: <u>IO</u>	WA
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#### SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT\*

	REGULAR ASSESSMENT <sup>1</sup> (9A)			ALTERNATE ASSESSMENT <sup>2</sup> (9B)						
	Non-proficient	Proficient			Non-proficient	Proficient			NO VALID	DOW
GRADE LEVEL	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	SCORE (10) <sup>5</sup>	ROW TOTAL <sup>6</sup> (11)
3										
4	2698	1606			22	191			84	4601
5										
6										
7										
8	3988	1244			31	173			208	5644
HIGH SCHOOL (SPECIFY GRADE:11)	2456	1197			29	148			326	4156

<sup>\*</sup> State achievement level(s) considered proficient or higher for purposes of NCLB are: Intermediate and High

<sup>&</sup>lt;sup>1</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

<sup>&</sup>lt;sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

<sup>&</sup>lt;sup>3</sup> Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

<sup>&</sup>lt;sup>4</sup> Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

<sup>&</sup>lt;sup>5</sup> The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

<sup>&</sup>lt;sup>6</sup> The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

<sup>\*</sup> The total students reported in Column 11 represents those students who met Full Academic Year Requirements of Iowa's NCLB Accountability Plan.

STATE:	IOWA	
SIAIL.	<u>IOVA</u>	

#### SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	4745	35176
5		
6		
7		
8	5800	37524
HIGH SCHOOL (SPECIFY GRADE:11)	4284	36747

STATE: <u>IOWA</u>	STATE:	<u>IOWA</u>	
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#### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

		SABILITIES WHO TOOK REG E LEVEL ACHIEVEMENT ST		STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL			
GRADE LEVEL	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)	
3							
4	4297	0	0	0	0	0	
5							
6							
7							
8	5256	0	0	0	0	0	
HIGH SCHOOL (SPECIFY GRADE:	3639	0	0	0	0	0	

Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.
 Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR/SUBMISSION REQUIREMENTS: 2002-2003 (OMB NO: 1820-0624 / 01/30/07)

STATE: <u>IOWA</u>			<u>IOWA</u>		
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#### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	STUDENTS \	WITH DISABILITIES WHO	O TOOK ALTERNATE AS	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT			
GRADE LEVEL	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>1</sup> (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	214	214	0	0	0	0	95
5							
6							
7							
8	206	206	0	0	0	0	173
HIGH SCHOOL (SPECIFY GRADE:	176	176	0	0	0	0	340

<sup>\*</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

APR/SUBMISSION REQUIREMENTS: 2002-2003 (OMB NO: 1820-0624 / 01/30/07)

<sup>&</sup>lt;sup>1</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>&</sup>lt;sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

<sup>\*</sup> Students with IEPs who did not take any assessment are reported in Column 8 of Attachment 3 as exempt for other reasons. Iowa does not currently have the ability to disaggregate this data by reason.

STATE:	IOWA	

#### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT\*

	REGULAR ASSESSMENT <sup>1</sup> (9A)				ALTERNATE ASSESSMENT <sup>2</sup> (9B)					
	Non-proficient	Proficient			Non-proficient	Proficient			NO VALID	DOW
GRADE LEVEL	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	SCORE (10) <sup>5</sup>	ROW TOTAL <sup>6</sup> (11)
3										
4	2963	1334			22	192			95	4606
5										
6										
7										
8	4180	1076			25	181			173	5635
HIGH SCHOOL (SPECIFY GRADE:11)	2736	903			40	136			340	4155

<sup>\*</sup> State achievement level(s) considered proficient or higher for purposes of NCLB are: Intermediate and High

<sup>&</sup>lt;sup>1</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

<sup>&</sup>lt;sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

<sup>&</sup>lt;sup>3</sup> Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

<sup>&</sup>lt;sup>4</sup> Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

<sup>5</sup> The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

<sup>&</sup>lt;sup>6</sup> The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation.

<sup>\*</sup> The total students reported in Column 11 represents those students who met Full Academic Year Requirements of Iowa's NCLB Accountability Plan.